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ABSTRACT

The Austin (Texas) Independent School District (AISD) obtained federal grant funds for a school dropout demonstration assistance program, which began operating in 1988-89 as Project GRAD (Grant Research About Dropouts). Project components included the following: (1) piloting the use of dropout intervention specialists at 10 high schools; (2) improving procedures for identifying at-risk students; (3) evaluating the effectiveness of some of the District's dropout prevention programs; and (4) enhancing the community's understanding of the dropout problem. This report presents major findings of Project GRAD. Statistics indicate that despite State education reforms, AISD's dropout prevention effort, WINGS (With Intervention the Number of Graduates Soars), and other initiatives, the AISD dropout rate has remained roughly unchanged since 1982. Factors seen as contributing to program inefficacy include lack of special services, WINGS programs overlap, underattention by campus coordinators, overreliance on part-time specialists, and an overbroad State definition of at-risk students. WINGS should be modified to accomplish the following: (1) match services to needs and eliminate service gaps; (2) coordinate existing programs; (3) track and monitor individual at-risk students; (4) concentrate services on students at greatest risk; and (5) evaluate existing programs on an ongoing basis. The report includes 58 figures, 23 attachments to chapters, and a list of 18 references. (AF)

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# New Initiatives in Dropout Prevention:

# Project GRAD Final Report 1988-89

Austin Independent School District
Office of Research and Evaluation

October, 1989

UD 027 342

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# NEW INITIATIVES IN DROPOUT PREVENTION: PROJECT GRAD FINAL REPORT, 1988-89

## EXECUTIVE SUMMARY

AUTHORS: David Wilkinson, Linda Frazer, Bridget Stewart, Glynn Ligon

**Federal grant funds were obtained for a School Dropout Demonstration Assistance Program, which began operating in 1988-89 as Project GRAD (Grant Research About Dropouts). The project components included: piloting the use of dropout intervention specialists at 10 high schools, improving the procedures for identifying at-risk students, evaluating the effectiveness of some of the District's dropout prevention programs, and enhancing the community's understanding of the dropout problem.**

## MAJOR FINDINGS

*1. Has AISD's dropout situation improved?*

- The 1988-89 school-year dropout rate of 4.1% for grades 7-8 is the lowest of the past four years. The school-year dropout rate for grades 9-12 declined from the previous year, from 10.7% to 10.4%. (Page II-10)

- Despite the many changes and additional hurdles created by Texas' education reforms, the AISD high school longitudinal dropout rate has remained fairly stable over time. The 27.8% dropout rate for the class of 1988 is higher than the 26.4% rate first spotlighted by ORE for the class of 1982. However, differences in methodology affect the reliability of this comparison. (Page II-12)

*2. Has the identification of at-risk students improved?*

- The State at-risk criteria overidentify students as at risk. By the State criteria, almost half of all students in grades 7-12 are identified as at risk (46.1% in 1988-89). However, only about 12% of the students identified as at risk drop out. (Pages III-4, III-6)

- On the other hand, the State criteria fail to identify as at risk over one third (38.4% in 1988-89) of the students who do drop out. (Pages III-4, III-6)

- The combination of State at-risk criteria most predictive of dropping out in AISD for 1988-89 are:

  --Overage and failing TEAMS (45.3% of at-risk students dropped out)
  --Overage (38.4%)
  --Overage, low achievement test scores, and failing TEAMS (35.2%)
  --Overage and low achievement test scores (33.3%)
  --Overage, failing courses, and failing TEAMS (20.7%) (Page III-18)

- For first-time ninth graders in AISD, the factors most predictive of dropping out over a five-year period are: poor work-study skills, number of years identified as limited English proficient (LEP), being overage, being Black or Hispanic and in a LEP program for more than 1 year, number of disciplinary incidents in grade 8, being new to the District in grade 9, the combination of being overage and LEP, and being from a low-income family. (Page III-21)

3. ***Are AISD's dropout prevention programs effective?***

- **There is a large variation in 1988-89 dropout rates across both programs and semesters of service. In general, dropout rates in fall, 1988, were higher than spring, 1989; and high school dropout rates were higher than junior high school rates. However, differences among programs and between fall and spring semesters do not allow valid comparisons of different programs' dropout rates. (Pages IV-30, IV-31)**

- **Different dropout prevention programs may be compared on the basis of the degree to which their students are at risk--the more at risk, the higher the expected dropout rate. Compared to their predicted dropout rates, the dropout prevention programs which did better than predicted were: (Pages IV-31, IV-32)**

| | ***Fall*** | ***Spring*** |
|---|---|---|
| **High School:** | **None** | **Zenith, PAL, CVAE, JCL, Mentor, PEAK** |
| **Junior High:** | **WIN, CVAE, AIP** | **Rice, AIP, PAL, CVAE, CIS** |

- **Large percentages of the high school students served by dropout prevention programs failed to earn enough credits to be promoted. Spring, 1989, participants in all high school programs and most junior high and elementary were retained at higher rates than the respective rates for students districtwide. Although they are still in school, those students retained will now be a year older and are likely to be at greater risk of dropping out. (Pages IV-30, IV-31)**

4. ***Were the dropout intervention specialists effective in decreasing the dropout rate in high school?***

- **The AISD school-year dropout rate at high school decreased .3 percentage point from the previous year. However, it is not clear whether the decline can be attributed to the dropout intervention specialist component of Project GRAD. (Page V-17)**

- **The dropout intervention specialists were paid to work only 19.5 hours per week, in contrast to the full-time status of the specialists in the program in Corpus Christi ISD on which AISD modeled its program. (Page V-17)**

- **There were contradictory mandates over whether the WINGS dropout intervention specialists should spend their time working to get dropouts to return to school or to prevent at-risk students from dropping out of school. (Page V-18)**

5. ***Is AISD's dropout prevention strategy working?***

- **AISD's dropout prevention effort, WINGS (With Intervention the Number of Graduates Soars), is not a single, unified program, but a loose collection of programs with some arguable relationship to dropout prevention. (Page IV-1)**

- **Formal coordination of programs--such as the tracking of high-risk students from one program to another and from the elementary to the secondary level--is not evident. (Page IV-2)**

- **There are gaps in the services to meet students' needs. For example, options were lacking through which dropouts under age 16 with excessive absences can return and immediately begin earning credits toward graduation. (Page IV-2)**

- **Over half of the students at risk in 1988-89 were not served by any yearlong program or course for at-risk students. (Page VI-2)**

- **There is a significant degree of overlap in services among dropout prevention programs. Ten of 14 programs examined shared students with six or more other programs. (Page IV-38)**

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## OPEN LETTER TO AISD DECISION MAKERS

The high school dropout rate in AISD appears to be a stubborn, stable, even static statistic. Despite education reforms, WINGS, the Chamber of Commerce's committee, alternative programs, etc., the AISD dropout rate has remained remarkably consistent since 1982 when ORE first spotlighted the dropout situation in AISD. Arguably, this consistency is good considering that education reforms created additional hurdles to potential graduates such as no pass/no play, the five-absence rule, the 70% standard for passing, specific promotion requirements, a graduation competency examination without a waiver, additional required credits with fewer electives, etc. However, we can say that WINGS, AISD's dropout prevention program, has not been influential enough to counteract these hurdles and effect a meaningfully lower dropout rate.

The evaluation findings resulting from Project GRAD which are contained in this report provide some insight into why the District has not yet developed a proven dropout prevention strategy. There are still:

- Too many at-risk students not receiving any special services
- Too much overlap in the students served by WINGS programs
- Too little time and effort directed at dropout prevention by campus coordinators
- Too much reliance on the less than half-time WINGS dropout intervention specialists to do a full-time job
- Too broad a definition of at-risk students by the State

To make its dropout prevention strategy more effective, AISD does not necessarily need a new program. *What AISD does need is to rethink its concept of dropout prevention.* To ensure that students have the greatest opportunity to graduate from high school, their progress through school should be monitored and adjustments in their educational program made as necessary--rather than waiting for a student to drop out or fall too far behind.

Several issues which need to be addressed are:

- The difficulty of academic success in the transitional grades, from Pre-K to kindergarten, elementary to middle school, and middle school to high school
- The pace at which high school students earn credit or make up lost credit
- Alternative programs such as the GED for students who do not take the traditional route through school

## OPEN LETTER TO AISD DECISION MAKERS

***The essence of how to do this is to modify WINGS from a loose affiliation of programs and services into a truly focused, coordinated dropout prevention program.*** **WINGS should embody these important features:**

1. **Matching of services to the needs of the students and eliminating gaps in existing services**
2. **Coordination of existing programs and eliminating unnecessary overlap**
3. **Tracking and monitoring of at-risk students--individual attention**
4. **Concentration of services on the students at greatest risk--using the high-risk groupings identified in this report as a starting point**
5. **Ongoing evaluation of existing programs**

**Finally, to make a dropout prevention effort successful, there needs to be a real commitment to keeping students in school. AISD needs to reinforce the attitude in all administrators, counselors, teachers, and others that it is better for students to be in school than to be out of school. This seems to be a simple prescription, but we must ensure that this is the prevailing philosophy in all quarters. A surprising theme sounded by a number of the WINGS specialists was that of serving as advocate for students, mediating on their behalf with school administration to seek alternatives to keep students on the campus rather than to place them elsewhere. The former assistant superintendent of Secondary Education put it similarly. In her view, there are more incentives for schools to put troublesome students out of school than there are to keep them in.**

**Because we are truly concerned with reducing our dropout rate, it is time to rethink and reassess our dropout-prevention strategy in AISD. Do we need more full-time staff in contrast to our less-than-half-time WINGS intervention specialists, our "volunteer" campus dropout prevention coordinators, and our other staff who have full-time job descriptions beyond dropout prevention? How can we close the gaps between dropout prevention programs and decrease the overlap across programs? How can we make dropout prevention a priority able to compete with the dozen of other priorities challenging educators?**

# CONCLUSIONS AND RECOMMENDATIONS

## A CURRENT PERSPECTIVE ON DROPOUTS AND DROPOUT PREVENTION PROGRAMS

AISD first studied our high school dropout challenge in 1983. Since that time, a plethora of local, state, and national studies and programs has proliferated. Frustratingly, research findings about program successes have been diffuse, general, and often subjective. However, this year's close review and analysis of dropout research and new local research and evaluation activities made possible by Project GRAD have provided better focus to what we actually know about dropouts. This is a summary of what we know at this time, flavored somewhat by our research-founded opinions.

### *Student Characteristics*

1. There are three major factors that work together to keep students enrolled in school.

    - *Academic Success*: Students must succeed as evidenced by being promoted, earning passing grades, earning credits for courses, passing TEAMS, and generally making acceptable progress toward graduation such that graduating is a real possibility.

    - *A Reason to be in School*: Students must belong and have a reason to go to school, such as valuing a high school diploma, understanding that a high school diploma is a prerequisite for a desired career, participating in extracurricular activities, being mentored by a caring adult in the school, having a parent who insists upon graduation, having a supportive peer group that values education, having nothing better to do, etc.

    - *An Ability to be in School*: Students must have the economic and family support to attend school, such as child care for any dependent children; and sufficient family income, so the student does not have to work full time, or so the student has necessary clothes and supplies.

**2. Any student can drop out. Our best formulas to predict which students will drop out are only moderately successful. The following characteristics are associated with students who drop out:**

- **Poor work-study skills**
- **Number of years identified as limited English proficient (LEP)**
- **Being older than average for their current grade level (Usually this means having been retained at the elementary school level)**
- **Being Black or Hispanic and in a LEP program for more than 1 year**
- **Number of serious disciplinary incidents**
- **Being new to the District**
- **The combination of being overage and LEP**
- **Coming from a low-income family**

**3. The following groups have the highest probability of dropping out during a single school year.**

| STUDENT CHARACTERISTICS | PROBABILITY OF DROPPING OUT |
|---|---|
| Overage and failing a TEAMS test | 45% |
| Overage | 38% |
| Overage, failing a TEAMS test, and two years below grade level in reading or mathematics | 33% |
| Overage and two years below grade level in reading or mathematics | 21% |

*Dropout Program Characteristics*

1. **The ideal dropout prevention program, or set of programs, should be built around the three factors that keep students in school, plus an effective program management. The following are characteristics of an effective dropout prevention program as they relate to these four factors.**

   A. **Ensure Academic Success**
      1. **Alternatives to retention in the elementary grades**
      2. **Remediation to ensure passing of critical academic hurdles such as TEAMS**
      3. **Quick intervention to prevent failing courses, losing credits**
      4. **Procedures to make up lost time and credits**

   B. **Ensure a Reason to be in School**
      1. **Activities to instill in elementary students a motivation for graduating from high school**
      2. **Staff/faculty support (mentoring) for individual students to ensure a sense of support and belonging in school**
      3. **Open and available extracurricular activities for all types of students**
      4. **Interschool transfers for special programs to accommodate after-school employment, or to match students with supportive faculty or peers**

   C. **An Ability to be in School**
      1. **Counseling and referral services for social services available outside the school**
      2. **Teenage parenting programs**
      3. **Child care**
      4. **Work/study programs**

   D. **Effective Dropout Program Management**
      1. **An exit interview with every secondary student who withdraws**
      2. **Accurate documentation of transfers**
      3. **Matching of programs with characteristics of at-risk students**
      4. **Identification of at-risk students**
      5. **A keep-them-in preference over a get-them-back philosophy**
      6. **An attitude that every student is better off in school than out, no matter what challenge the student is to the school system**

2. **Dropout prevention programs should be at the secondary level. At the elementary level, programs should focus on motivating students to have graduation as a goal and ensuring academic success, i.e., promotion.**

3. The one criterion for success should be graduation from high school. Other criteria are interim criteria, which are important, but not sufficient to claim success. Another perspective on this is that graduation is the ultimate goal and measure of success. Interim measures can be used to show that a student's level of risk has been reduced, thus his/her chance of graduation has been improved.

4. The claim of success by dropout programs has become common. In order to judge success across programs, there must be a consensus on which interim criteria are acceptable and how to measure them, and on how to define and measure the ultimate criterion of graduation.

   The following objective interim criteria should be used to measure success across programs:

   - Average daily attendance
   - Discipline incidents
   - Credits earned
   - Grade point average
   - Courses failed
   - Promotion
   - Achievement test scores
   - Mastery of State tests

   The following subjective criteria should be developed and also used:

   - Parental support
   - Student aspirations
   - Study skills (self-report)

5. The costs of dropout prevention programs should be described in terms of costs above and beyond regular education. Costs should be for each student who graduates beyond those who would have without the program.

6. Objective measures of success must be used. Subjective/qualitative measures are fine also, as long as the objective measures are reported. Objective measures are preferable, because they are usually more available, less expensive, less biased, more directly interpretable, and less controversial.

## *Key Issues*

1. **The attitude of school staff must be that every student is better off in school than out of school--even those students who are a drain on school resources because of discipline, truancy, attitude, or academic problems.**

2. **Schools in Texas are assuming that passing the Exit-Level TEAMS and earning all required credits means that graduates meet the needs of prospective employers. However, often employers express disappointment with graduates' skill levels. Employers need to tell schools what their graduates must be able to do in order to be successful employees.**

3. **The separate Exit-Level TEAMS tests should be replaced by end-of-course exams that ensure that a student has mastered required skills *before* earning credit toward graduation.**

4. **Definitions across districts and programs must be standardized.**

**Dropout: In Texas, the State Board of Education has established a definition; however, compliance with that definition across the State varies.**

**Dropout Rate: A multitude of formulas are now in use. Too often the formula used is determined by the availability, or lack of availability, of key counts.**

**Transfer Student: A student is no longer the responsibility of a school or district once an acceptable transfer to another agency has been documented. Two key issues are:**

   1. **What is acceptable documentation?**
   2. **What is an acceptable program into which a student may transfer?**

**AISD has been studying the dropout issue since before it was fashionable. Now we are on the threshold of a clearer understanding of the dynamics that keep students in school or push them out. At this time, the research into the dropout issue appears to parallel the research into the causes and cures for cancer--some relatively small insights and helpful treatments, but a tremendous way to go to approach a cure.**

# Part One

# HISTORICAL PERSPECTIVE

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## HISTORICAL PERSPECTIVE

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### SEVEN YEARS OF DROPOUT STUDY IN AISD--1982 THROUGH 1989

### The Beginning: "Mother Got Tired of Taking Care of My Baby"

The summer of the 1982-83 school year saw the publication by AISD's Office of Research and Evaluation (ORE) of what is arguably its best known, most requested, and most influential report. The topic--not surprising now, but virtually a bolt out of the blue then--was dropouts. The report, by David A. Doss, was "Mother Got Tired of Taking Care of My Baby": A Study of Dropouts from AISD (ORE Publication Number 82.44). The title, the report explained, "is the response of an AISD dropout who was asked why she left school." The study received considerable attention because it contrasted with the District's self-perception of how many dropouts would be expected in a progressive district with a strong instructional program.

More than attention, the report fostered action. A dropout prevention task force was created the following year (1983-84) in response to the study. At the same time, the Superintendent instructed ORE to put into place a system for the annual reporting of a valid dropout rate for the District and for each high school campus. The results have been made public each year since 1983-84. The work of the task force resulted in a number of districtwide changes, among them:

1. The AISD Board of Trustees selected dropout prevention as one of three priority areas to be addressed by the system's accreditation plan and adopted what was one of the first school board policies on dropout prevention in the State of Texas--later mandated by educational reform.

2. A full-time dropout prevention coordinator was appointed for the District, and at-risk coordinators were appointed at each campus.

3. A broad-based Dropout Prevention Coordinating Council, chaired by the dropout prevention coordinator, was created to coordinate the efforts of school district, government, and community-based services.

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4. Many District programs and activities which were already contributing to dropout prevention were identified. These were organized into a total District dropout prevention effort called WINGS (With Intervention the Number of Graduates Soars). Altogether, 50 programs which have a potential impact on dropout prevention or recovery now fall under the WINGS umbrella.

5. The Evening High School was reinstituted to assist out-of-school youth and those in-school youth who needed to earn additional credits to stay up with classmates.

6. Each school was required to prepare and implement a dropout prevention plan. The plan and the success of its implementation were incorporated into the evaluation of the principals by their supervisors.

7. An alternative school to serve students in lieu of suspension was created.

ORE's involvement in these and subsequent dropout-related developments is described in ORE Contributions to Dropout Prevention in AISD (ORE Publication Letter 88.L). Among ORE's contributions are:

- Early, groundbreaking research ("Mother Got Tired of Taking Care of My Baby"),
- Consultation to the Dropout Task Force,
- Creation of a longitudinal dropout data base,
- Annual reporting of dropout rates,
- Helping to establish the statewide definition of a dropout,
- Helping to obtain federal and state grant funds for dropout research,
- Refining the State at-risk criteria, and
- Helping to implement a change in the documentation of student transfers out of the District.

## Impact of State Reform Legislation

On the heels of AISD's self-improvement process came major statewide changes in educational practice resulting from the education reform legislation of 1984. House Bill 246 increased the number of courses required for graduation and brought increased standardization to the content of courses across the State. House Bill 72 was more sweeping in its impact. It established a minimum competency testing program with an exit-level test required for graduation, limited the number of absences students could have and still receive course credit, and included a "no pass/no play" provision which excluded students with a failing grade from participation in extracurricular activities. (For an examination of the impact of no pass/no play in AISD, see No Pass-No Play: Impact on Failures, Dropouts, and Course

Enrollments, ORE Publication Number 87.58. The effect of the limitation on the number of student absences is explored in Why Has the Five-Absence Rule Failed? (2,713,598 Excuses), ORE Publication Number 88.45.)

In response to a growing concern both in Texas and nationally about the impact of reform legislation on dropping out, the State Legislature enacted House Bill 1010 in 1986. This bill was also far reaching in its requirements and incorporated many of the elements already in place in AISD. Some of the requirements of H.B. 1010 included:

- Reporting dropout rates by school according to a common statewide definition,
- Identification of at-risk students according to state-defined criteria,
- Creation of a district dropout prevention plan, and
- The identification of one or more at-risk coordinators.

The changes in AISD that were required by H.B. 1010 were minimal. AISD's definition of a dropout is essentially the same as that adopted by the State, and at-risk coordinators were already in place. The major change was in the application of the state criteria to the identification of at-risk students. AISD was already providing information to schools to assist them in identifying students in need of attention, but H.B. 1010 mandated that districts notify parents of at-risk students of an assessment of the students' needs and the programs/services being provided to address those needs. The State at-risk criteria are discussed further in Part Three of this report.

A timeline of major local, state, and national events related to dropout prevention is displayed on pages 6 and 7 of Part One (Attachment I-1).

## School Dropout Demonstration Assistance Program

AISD's continuing concern with dropout prevention led in 1987-88 to the submission of an application for federal funds to create a new program. The objectives of the proposed program were:

1. To provide the campuses with an increased capacity to keep students in school by piloting the use of dropout intervention specialists.
2. To examine and improve the procedures for identifying at-risk students and using the available information to make appropriate intervention decisions with the students.

3. To enhance both the understanding of the effectiveness of several of the District's ongoing programs and the capacity to conduct evaluations of similar programs in the future.

4. To enhance the community's understanding of the scope and impact of the dropout problem and to enlist the support of other institutions in addressing the problem.

The proposed program was funded and began operation in the 1988-89 school year as Project GRAD, Grant Research About Dropouts. Besides exemplifying the objective of all WINGS programs, that AISD students graduate from high school, the name of the project signified a commitment in ORE to continue and enhance its research about dropouts.

**Now, six years after the publication of "Mother Got Tired of Taking Care of My Baby," after years of local effort and statewide attention, and after a year of new initiatives in dropout prevention, what can we say about the dropout situation in AISD?**

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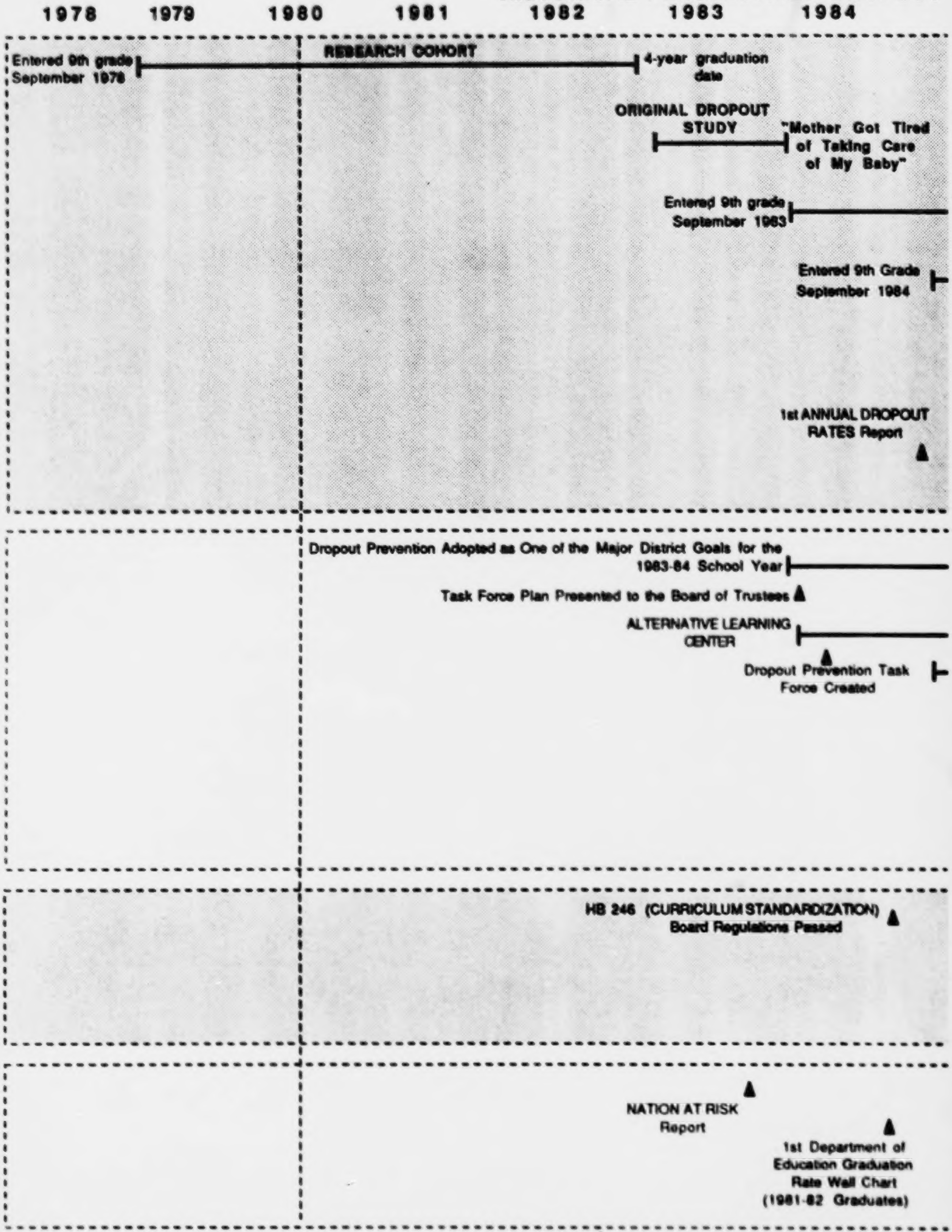
# HISTORICAL PERSPECTIVE: DROPOUT


1978
1979
1980
1981
1982
1983
1984
RESEARCH COHORT
Entered 9th grade September 1978
4-year graduation date
ORIGINAL DROPOUT STUDY
"Mother Got Tired of Taking Care of My Baby"
Entered 9th grade September 1983
Entered 9th Grade September 1984
1st ANNUAL DROPOUT RATES Report
Dropout Prevention Adopted as One of the Major District Goals for the 1983-84 School Year
Task Force Plan Presented to the Board of Trustees
ALTERNATIVE LEARNING CENTER
Dropout Prevention Task Force Created
HB 246 (CURRICULUM STANDARDIZATION) Board Regulations Passed
NATION AT RISK Report
1st Department of Education Graduation Rate Wall Chart (1981-82 Graduates)

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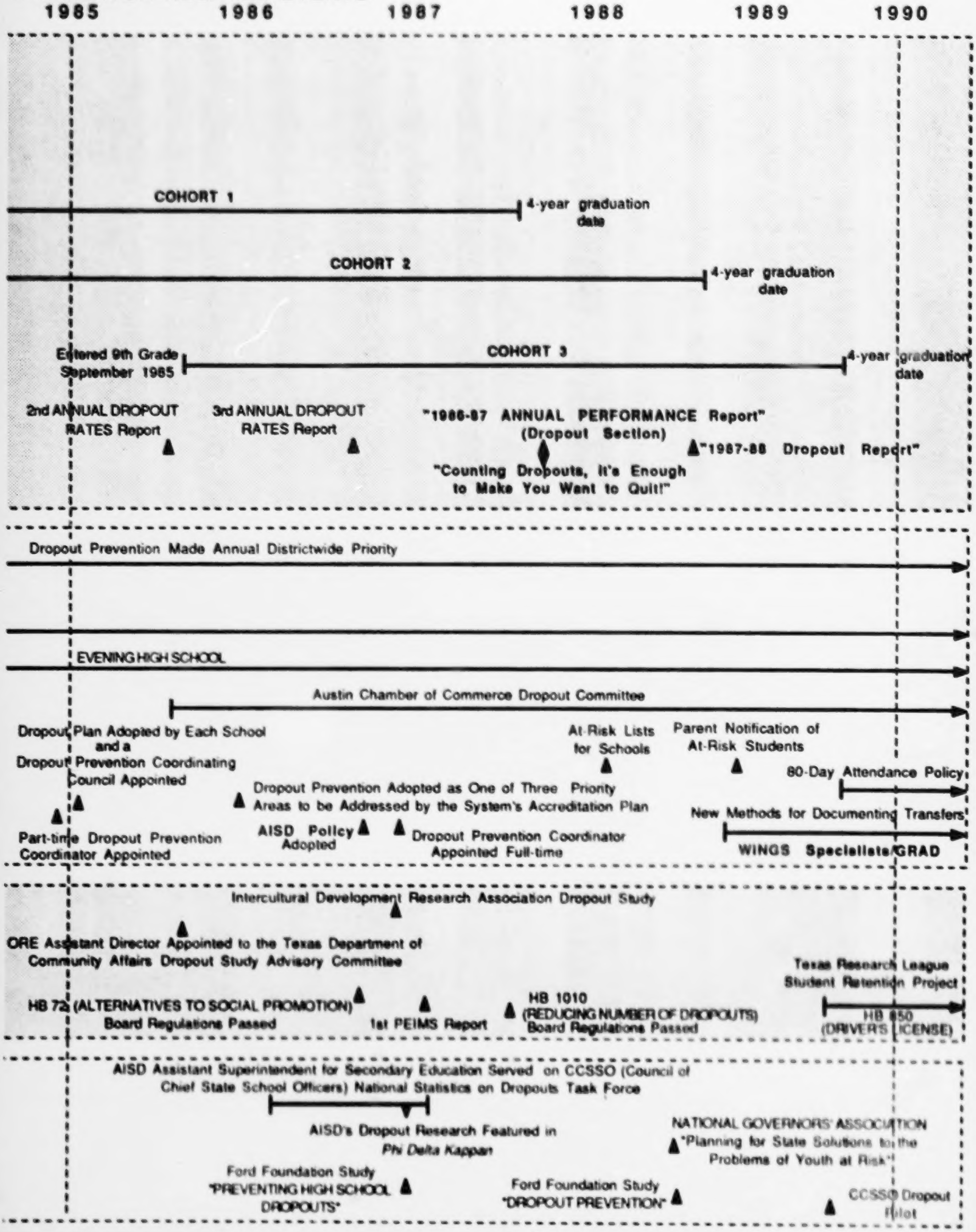
## PREVENTON-RELATED EVENTS


1985
1986
1987
1988
1989
1990
COHORT 1
4-year graduation date
COHORT 2
4-year graduation date
Entered 9th Grade September 1985
COHORT 3
4-year graduation date
2nd ANNUAL DROPOUT RATES Report
3rd ANNUAL DROPOUT RATES Report
"1986-87 ANNUAL PERFORMANCE Report" (Dropout Section)
"1987-88 Dropout Report"
"Counting Dropouts, It's Enough to Make You Want to Quit!"
Dropout Prevention Made Annual Districtwide Priority
EVENING HIGH SCHOOL
Austin Chamber of Commerce Dropout Committee
Dropout Plan Adopted by Each School and a Dropout Prevention Coordinating Council Appointed
At-Risk Lists for Schools
Parent Notification of At-Risk Students
80-Day Attendance Policy
Dropout Prevention Adopted as One of Three Priority Areas to be Addressed by the System's Accreditation Plan
New Methods for Documenting Transfers
Part-time Dropout Prevention Coordinator Appointed
AISD Policy Adopted
Dropout Prevention Coordinator Appointed Full-time
WINGS Specialists/GRAD
Intercultural Development Research Association Dropout Study
ORE Assistant Director Appointed to the Texas Department of Community Affairs Dropout Study Advisory Committee
Texas Research League Student Retention Project
HB 72 (ALTERNATIVES TO SOCIAL PROMOTION) Board Regulations Passed
1st PEIMS Report
HB 1010 (REDUCING NUMBER OF DROPOUTS) Board Regulations Passed
HB 850 (DRIVER'S LICENSE)
AISD Assistant Superintendent for Secondary Education Served on CCSSO (Council of Chief State School Officers) National Statistics on Dropouts Task Force
AISD's Dropout Research Featured in Phi Delta Kappan
NATIONAL GOVERNORS' ASSOCIATION "Planning for State Solutions to the Problems of Youth at Risk"
Ford Foundation Study "PREVENTING HIGH SCHOOL DROPOUTS"
Ford Foundation Study "DROPOUT PREVENTION"
CCSSO Dropout Pilot

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# CURRENT STATUS

## WHAT IS A DROPOUT?

### Definition in ORE's Original Dropout Study

"Mother Got Tired of Taking Care of My Baby" started with this question, and it is a question which has received considerable attention in the intervening years, right up to the present. It is not so much who should be counted as a dropout that provokes such intense scrutiny, but who should not be counted. In the original study, dropouts were defined as "students who left AISD and for whom we could find no evidence that they entered another school or school district where they could receive a high school diploma."

### New Methods of Documenting Transfers

This operational definition touches on a critical element of AISD's and the State's definition of a dropout, i.e., being absent from a school district for some length of time without evidence of a transfer. In AISD, until midway through the 1988-89 school year, evidence of a transfer consisted solely of the receipt of a request for an official student transcript. If a student left AISD, and no request for a transcript was received, the student was counted as a dropout, even if the student's destination was known to school personnel. In the second semester of 1988-89, following new guidelines from the Texas Education Agency (TEA), the Superintendent's Cabinet approved ORE's proposal for three additional methods of documenting a student's transfer outside AISD:

1. A parent's signed statement of intent to enroll the student outside AISD,

2. Confirmation of the student's transfer out of AISD obtained by an AISD school official, and

3. Written notification (postcard) of the student's enrollment from another school.

Three forms developed to facilitate these methods of documentation, guidelines for use of the forms, and copies of the forms themselves are contained in Documentation of Student Transfer Outside the District (ORE Publication Letter 88.K). Two additional handouts, "What is a Dropout?" and "How Can I Get a Name Off of My Dropout List?," are also included in this publication.

### Current Definition of a Dropout

The definition of a dropout in the original study given above does not specify what "left AISD" meant. Doss and Sailor (1987) discuss at length the issues associated with counting dropouts, beginning with operationalizing a dropout definition, as well as the evolution of the definition and counting procedures used in AISD.

In H.B. 1010:

> "Dropout" means a student:
>
> (1) who does not hold a high school diploma or the equivalent;
>
> (2) who is absent from the public school in which the student is enrolled for a period of 30 or more consecutive days; and
>
> (3) whose attendance within that period at another public school or a private or parochial school cannot be evidenced.

Following the definition used in the State's Public Education Information Management System (PEIMS), AISD's current definition of a dropout is:

> **A student who is absent for a period of 30 or more consecutive school days without approved excuse or documented transfer, or who fails to re-enroll by September 15 of the following school year without completion of a high school program.**

## HOW MANY STUDENTS DROP OUT?

### 1987-88 Dropout Report

The most recent comprehensive examination of AISD's dropout picture is contained in the 1987-88 Dropout Report (ORE Publication Number 88.15). This report details the various dropout rates for students in grades 7-8 and 9-12 for the past several years. Dropout rates are reported by ethnicity, by sex, and by grade. Among the findings in this report are:

- The high school school-year dropout rate (as of July 1) rose in 1987-88 to the same level as the 1985-86 school-year rate.
- A higher dropout rate among Hispanics and Other students accounted for the rise. The rate for Blacks was the lowest in five years. Other students had the highest rate in the last five years.
- Male high school students had a slightly higher annual dropout rate (as of October, 1988) in 1987-88 than did female students--14.3% versus 12.1%, respectively.

- The 1987-88 annual dropout rate was highest among ninth graders--16.0% compared with 12.7%, 12.5%, and 10.3% for tenth, eleventh, and twelth graders, respectively.
- From a longitudinal perspective, the dropout rate for Hispanics is higher than that for Blacks, which is in turn higher than the dropout rate for Others. Among first-time ninth graders from 1983-84, 40.6% of Hispanics have dropped out so far, compared to 31.7% of Blacks and 21.6% of Others.
- The junior high school school-year dropout rate for 1987-88 decreased compared to the previous year, but is still higher than the rate of 1985-86.
- The longitudinal dropout rate for first-time seventh graders of 1985-86 (as of October, 1988) was 15.2% for Hispanics, 10.4% for Others, and 9.2% for Blacks.

For further detail, and definitions of the various dropout rates that ORE reports, the reader is urged to consult the 1987-88 Dropout Report.

## 1988-89 Dropout Rates

Because a student must fail to re-enroll by September 15, 1989, to be counted as a dropout during the 1988-89 school year, annual dropout rates for 1988-89 are not yet available. However, dropout rates through the end of the school year, i.e., school-year dropout rates, have been calculated.

Figure II-1 depicts AISD dropouts in grades 7-12, as of the end of the 1988-89 school year, according to the percentage of the total each grade makes up. As shown in the figure, the largest percentage of dropouts is at grade 9. Ninth graders account for more than a third (37.4%) of the District's dropouts. Tenth graders account for another one fifth (20.7%). In junior high school, eighth graders make up a larger percentage of the total than seventh graders.

Figure II-2 represents the school-year dropouts by ethnicity. Figure II-3 divides the ethnic percentages by grade level. Overall, 43.9% of the dropouts by the end of the school year were Hispanic. Figure II-3 shows that greater percentages of Hispanics drop out in junior high school and the first two years of high school than drop out in the last two years of high school. Hispanic students also drop out in much larger percentages than students of other ethnicities, until grade 10. "Other" students dropped out in the greatest percentages in grades 11 and 12. Smaller percentages of the dropouts were Black students at all grades 7-12 than students of other ethnicities.

**FIGURE II-1**
**School-Year Dropouts by Grade Level, 1988-89**

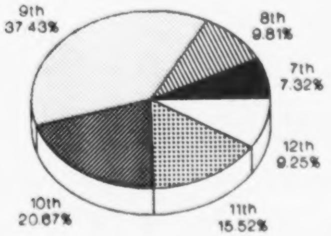


**FIGURE II-2**
**School-Year Dropouts by Ethnicity, 1988-89**

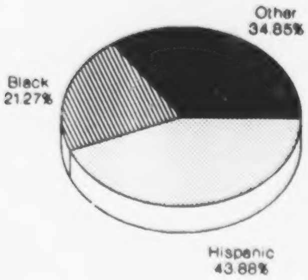
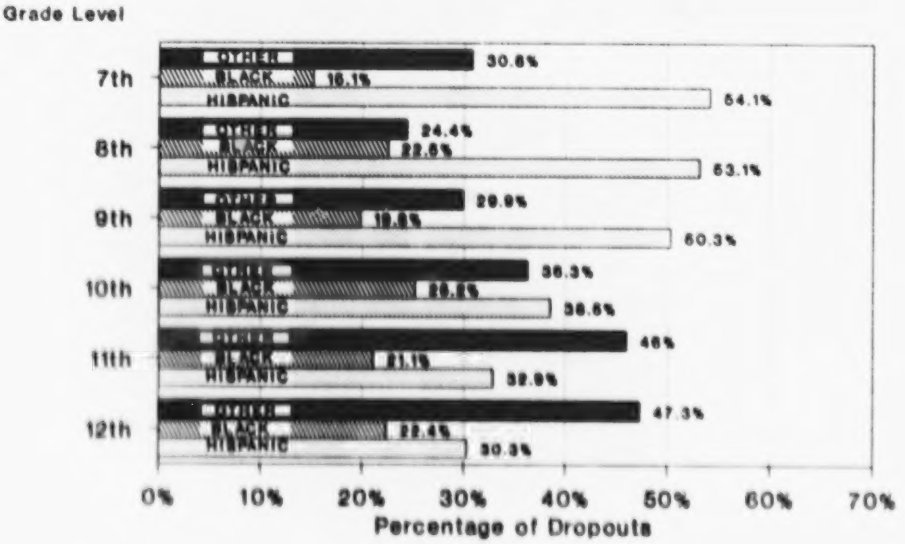


**FIGURE II-3**
**School-Year Dropouts by Ethnicity and Grade Level, 1988-89**



## WHAT WERE AISD'S DROPOUT RATES IN 1988-89?

Figures II-4 through II-7 display AISD's dropout rates through the end of the sixth six weeks of 1988-89. Figure II-4 presents the dropout rates for AISD's 11 high schools and "other" secondary facilities for students in grades 9-12. Figure II-5 presents the same information for the District's 14 middle/junior high schools and other facilities for students in grades 7 and 8. These rates are depicted graphically in Figures II-6 and II-7.

It can be seen from these figures that:

- Through the end of the sixth six weeks of 1988-89, 1,795 students in grades 9-12 and 377 students in grades 7-8 dropped out.
- These numbers represent 10.4% and 4.1% of the enrollment in grades 9-12 and 7-8, respectively.
- In grades 9-12, the 1988-89 dropout rate through the end of the sixth six weeks is 96.3% of the 1987-88 rate for same time period.
- In grades 7-8, the 1988-89 dropout rate through the end of the sixth six weeks is 80.4% of the 1987-88 rate for same time period.

## FIGURE II-4
## High School Dropout Rates Through the End of Sixth Six-Weeks, 1988-89

| | Six Weeks | | | | | | | 9-12 | *Dropout % | | 88-89 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | Total | Enrollment | 87-88 | 88-89 | % of 87-88 |
| Anderson | 19 | 30 | 12 | 23 | 21 | 25 | 130 | 1,525 | 12.0 | 8.5 | 70.8 |
| Austin | 21 | 42 | 25 | 44 | 41 | 52 | 225 | 1,955 | 7.6 | 11.5 | 151.3 |
| Bowie | 17 | 15 | 6 | 41 | 17 | 15 | 111 | 1,989 | -- | 5.6 | |
| Crockett | 15 | 23 | 20 | 55 | 38 | 17 | 168 | 1,969 | 10.9 | 8.5 | 78.0 |
| LBJ | 7 | 13 | 6 | 19 | 9 | 14 | 68 | 1,406 | 4.5 | 4.8 | 106.7 |
| Johnston | 43 | 54 | 35 | 86 | 67 | 58 | 343 | 1,721 | 10.0 | 19.9 | 199.0 |
| Lanier | 37 | 40 | 21 | 66 | 39 | 31 | 234 | 1,651 | 13.6 | 14.2 | 104.4 |
| McCallum | 4 | 13 | 11 | 18 | 22 | 8 | 76 | 1,484 | 7.8 | 5.1 | 65.4 |
| Reagan | 16 | 23 | 16 | 23 | 24 | 35 | 137 | 1,538 | 7.9 | 8.9 | 112.7 |
| Robbins | 3 | 8 | 7 | 15 | 9 | 15 | 57 | 204 | 26.1 | 27.9 | 106.9 |
| Travis | 18 | 35 | 13 | 46 | 23 | 17 | 152 | 1,484 | 14.8 | 10.2 | 68.9 |
| Other | 19 | 12 | 14 | 18 | 17 | 14 | 94 | 380 | 25.3 | 24.7 | 97.6 |
| Total | 219 | 308 | 186 | 454 | 327 | 301 | 1,795 | 17,306 | 10.8 | 10.4 | 96.3 |

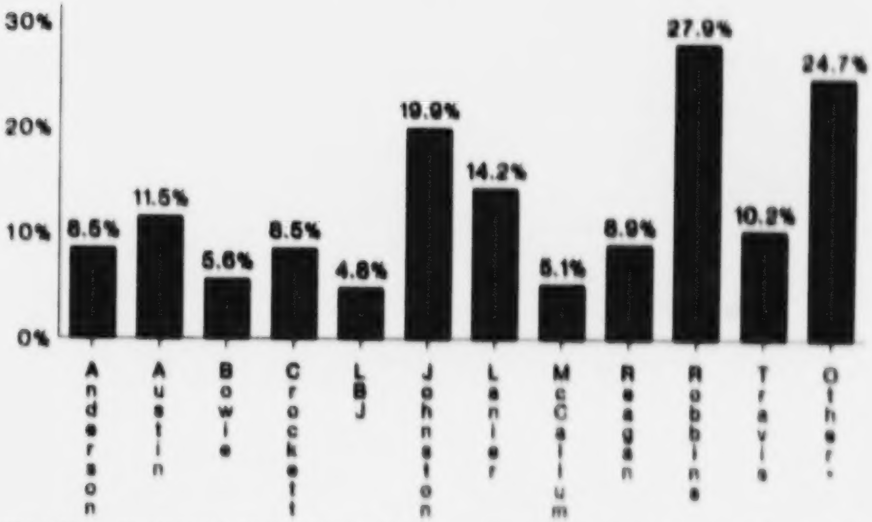
Comparisons between years for senior high schools may be inappropriate becase of boundary changes.
* Dropout % is as of sixth six weeks.

## FIGURE II-5
## Middle School/Junior High Dropout Rates Through the End of Sixth Six-Weeks, 1988-89

| | Six Weeks | | | | | | | 7-8 | *Dropout % | | 88-89 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | Total | Enrollment | 87-88 | 88-89 | % of 87-88 |
| Bedichek | 3 | 1 | 3 | 2 | 10 | 4 | 23 | 746 | 2.9 | 3.1 | 106.9 |
| Burnet | 2 | 3 | 1 | 2 | 3 | 4 | 15 | 714 | 4.3 | 2.1 | 48.8 |
| Covington | 1 | 0 | 3 | 1 | 3 | 2 | 10 | 851 | 2.5 | 1.2 | 48.0 |
| Dobie | 1 | 0 | 3 | 1 | 7 | 8 | 20 | 596 | 5.2 | 3.4 | 65.4 |
| Fulmore | 2 | 1 | 0 | 2 | 2 | 3 | 9 | 614 | 6.7 | 1.5 | 22.4 |
| Kealing | 1 | 8 | 2 | 2 | 1 | 0 | 14 | 729 | 4.3 | 1.9 | 44.2 |
| Lamar | 4 | 0 | 3 | 4 | 7 | 8 | 26 | 567 | 6.0 | 4.6 | 76.7 |
| Martin | 9 | 3 | 5 | 11 | 9 | 13 | 50 | 765 | 8.2 | 6.7 | 81.7 |
| Mendez | 4 | 0 | 4 | 3 | 3 | 9 | 23 | 754 | 5.5 | 3.1 | 56.4 |
| Murchison | 0 | 4 | 1 | 5 | 8 | 3 | 21 | 713 | 4.5 | 2.9 | 64.4 |
| O. Henry | 1 | 1 | 4 | 3 | 5 | 1 | 15 | 502 | 2.5 | 3.0 | 120.0 |
| Pearce | 8 | 4 | 4 | 4 | 8 | 15 | 43 | 665 | 5.6 | 6.7 | 119.6 |
| Porter | 7 | 8 | 12 | 13 | 11 | 8 | 59 | 768 | 6.7 | 7.7 | 114.9 |
| Robbins | 1 | 4 | 2 | 10 | 6 | 2 | 25 | 55 | 27.6 | 45.5 | 164.9 |
| Other | 0 | 6 | 3 | 3 | 8 | 4 | 24 | 96 | 15.5 | 25.0 | 161.3 |
| Total | 44 | 43 | 50 | 66 | 90 | 84 | 377 | 9,095 | 5.1 | 4.1 | 80.4 |

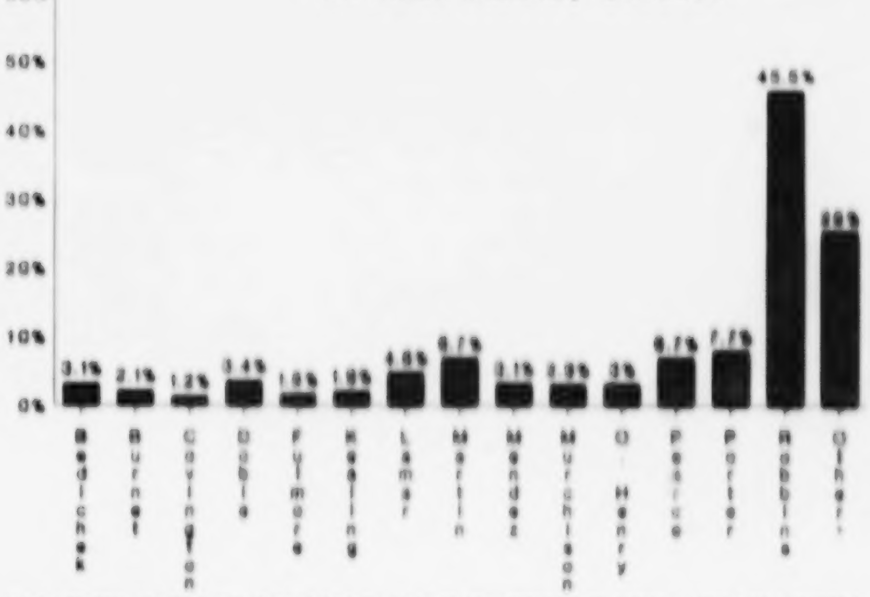
* Dropout % is as of sixth six weeks.

## FIGURE II-6
## High School Dropouts as a Percentage of the Total Sixth Six-Weeks Enrollment, at Each School, 1988-89



*Clifton Center, Development Center, Evening School, Homebound, Rio Grande, Rice and Teenage Parent not reassigned to home school

## FIGURE II-7
## Middle School/Junior High Dropouts as a Percentage of the Total Sixth Six-Weeks Enrollment, at Each School, 1988-89



* Clifton Center, Development Center, Evening School, Homebound, Rio Grande, Rice and Teenage Parent not reassigned to home school

Figure II-8 compares the dropout rates for each high school and middle/junior high school for each six-weeks period during the 1987-88 school year with the corresponding six-weeks data from 1988-89. Figure II-9 depicts the 1988-89 dropout rate for each high school for each six weeks period. It can be seen from Figure II-8 that:

- At junior high school, the dropout rate of each six weeks in 1988-89 was lower than the corresponding rate in 1987-88.
- At high school, each of the six weeks rates, except for the second and third six-weeks periods, were lower in 1988-89 than in 1987-88.

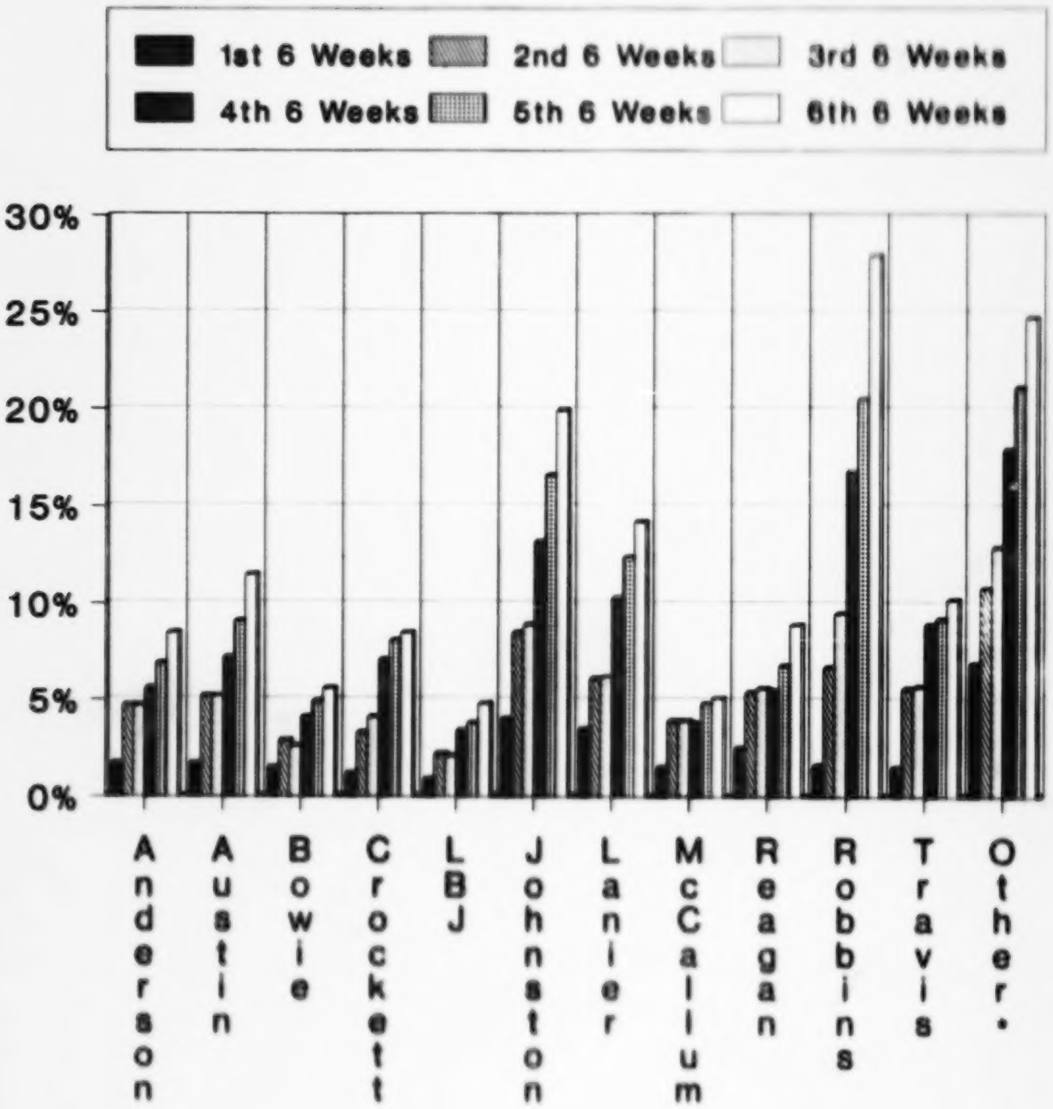
**FIGURE II-8**
**Dropout Rates by Six-Weeks Period,**
**1987-88 Compared with 1988-89**

| | 1987-88 | | | | | | 1988-89 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Six Weeks | | | | | | Six Weeks | | | | | |
| School | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| Anderson | 3.0 | 3.7 | 4.8 | 7.1 | 9.5 | 12.0 | 1.7 | 4.7 | 4.7 | 5.6 | 6.9 | 8.5 |
| Austin | 1.4 | 2.2 | 3.0 | 5.0 | 6.3 | 7.6 | 1.7 | 5.2 | 5.2 | 7.2 | 9.1 | 11.5 |
| Bowie | - | - | - | - | - | - | 1.5 | 2.9 | 2.6 | 4.1 | 4.9 | 5.6 |
| Crockett | 2.3 | 4.6 | 5.1 | 7.9 | 9.1 | 10.9 | 1.2 | 3.3 | 4.1 | 7.1 | 8.1 | 8.5 |
| LBJ | 1.4 | 1.4 | 2.5 | 4.0 | 3.6 | 4.5 | 0.9 | 2.2 | 2.1 | 3.4 | 3.8 | 4.8 |
| Johnston | 2.8 | 3.7 | 3.8 | 7.1 | 8.6 | 10.0 | 4.0 | 8.5 | 8.9 | 13.2 | 16.6 | 19.9 |
| Lanier | 2.3 | 4.8 | 6.1 | 8.6 | 10.7 | 13.6 | 3.5 | 6.1 | 6.2 | 10.3 | 12.4 | 14.2 |
| McCallum | 1.6 | 2.4 | 4.3 | 6.9 | 7.3 | 7.8 | 1.5 | 3.9 | 3.9 | 3.8 | 4.8 | 5.1 |
| Reagan | 3.7 | 5.6 | 4.4 | 4.8 | 6.7 | 7.9 | 2.5 | 5.4 | 5.6 | 5.5 | 6.8 | 8.9 |
| Robbins | 5.1 | 10.3 | 11.3 | 15.6 | 22.1 | 26.1 | 1.6 | 6.7 | 9.5 | 16.8 | 20.5 | 27.9 |
| Travis | 3.2 | 4.3 | 6.2 | 9.6 | 12.0 | 14.8 | 1.5 | 5.6 | 5.7 | 8.9 | 9.2 | 10.2 |
| Other | 10.8 | 15.2 | 18.1 | 21.0 | 24.0 | 25.3 | 6.9 | 10.8 | 12.9 | 17.9 | 21.1 | 24.7 |
| Total | 2.6 | 4.1 | 5.0 | 7.4 | 9.0 | 10.8 | 2.1 | 4.9 | 5.1 | 7.3 | 8.8 | 10.4 |

| | Six Weeks | | | | | | Six Weeks | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| Bedichek | 1.9 | 3.9 | 3.6 | 3.9 | 2.5 | 2.9 | 1.4 | 1.4 | 1.2 | 1.3 | 2.5 | 3.1 |
| Burnet | 2.0 | 2.5 | 3.0 | 3.6 | 3.8 | 4.3 | 0.5 | 1.8 | 1.4 | 1.3 | 1.5 | 2.1 |
| Covington | 0.5 | 1.3 | 1.5 | 1.7 | 2.2 | 2.5 | 0.1 | 0.6 | 0.9 | 0.7 | 0.9 | 1.2 |
| Dobie | 2.3 | 1.7 | 2.5 | 3.1 | 3.4 | 5.2 | 0.2 | 1.4 | 1.4 | 1.4 | 2.0 | 3.4 |
| Fulmore | 1.9 | 2.5 | 3.8 | 5.2 | 5.3 | 6.7 | 1.5 | 2.8 | 2.1 | 1.4 | 1.1 | 1.5 |
| Kealing | 0.9 | 1.4 | 2.3 | 3.5 | 4.2 | 4.3 | 0.6 | 1.9 | 2.8 | 2.9 | 1.9 | 1.9 |
| Lamar | 0.8 | 3.0 | 4.6 | 4.0 | 4.0 | 6.0 | 1.2 | 1.7 | 1.9 | 3.2 | 3.2 | 4.6 |
| Martin | 1.0 | 1.9 | 3.5 | 4.8 | 6.5 | 8.2 | 1.2 | 1.8 | 2.4 | 3.9 | 5.0 | 6.7 |
| Mendez | 2.0 | 2.7 | 3.1 | 3.7 | 4.2 | 5.5 | 1.2 | 1.7 | 2.9 | 2.5 | 1.9 | 3.1 |
| Murchison | 1.2 | 3.3 | 4.1 | 4.1 | 4.3 | 4.5 | 0.3 | 1.0 | 1.4 | 1.4 | 2.5 | 2.9 |
| O. Henry | 2.3 | 1.2 | 1.6 | 1.8 | 2.1 | 2.5 | 0.2 | 0.8 | 1.8 | 2.4 | 2.8 | 3.0 |
| Pearce | 1.0 | 1.7 | 3.1 | 4.2 | 4.3 | 5.6 | 2.5 | 4.1 | 3.9 | 3.3 | 4.5 | 6.7 |
| Porter | 1.3 | 3.2 | 5.1 | 7.2 | 5.5 | 6.7 | 0.9 | 2.6 | 4.1 | 5.6 | 6.6 | 7.7 |
| Robbins | 3.4 | ** | ** | ** | 24.1 | 27.6 | 2.9 | 8.3 | 14.8 | 29.1 | 41.8 | 45.5 |
| Other | 2.3 | 6.5 | 6.5 | 9.7 | 12.7 | 15.5 | 0.0 | 9.1 | 10.7 | 13.3 | 26.0 | 25.0 |
| Total | 1.4 | 2.4 | 3.2 | 4.0 | 4.2 | 5.1 | 0.9 | 1.9 | 2.4 | 2.7 | 3.3 | 4.1 |

** 7th & 8th grade included with high school.

**FIGURE II-9**
**High Schools' Dropout Rates by**
**Six-Weeks Period, 1988-89**



**Clifton Center, Development Center, Evening School, Homebound, Rio Grande, Rice and Teenage Parent not reassigned to home school*

## IS AUSTIN'S DROPOUT SITUATION IMPROVING?

This question may be addressed at this time by comparison of two different dropout rates: (1) school-year dropout rates as of July 1, and (2) longitudinal dropout rates. The school-year dropout rate is the percentage of students who drop out of school during the school year, e.g., from September 1, 1988 to June 2, 1989. Although the numbers available in July are necessarily incomplete because they do not include summer dropouts, this rate does give a sense of the trend for the year. The longitudinal rate is the percentage of students who drop out of school from a single group, called a cohort, when followed over a period of years, e.g., a dropout rate based on the percentage of students who entered grade 9 in 1983-84 but dropped out prior to graduating from grade 12. A third rate, the annual dropout rate, which includes the summer dropouts, would also be a suitable comparison, but as explained above, the annual rate for 1988-89 cannot be calculated until the fall of 1989. Annual dropout rates through the 1987-88 school year are presented in the 1987-88 Dropout Report.

### Comparison of School-Year Dropout Rates

The school-year dropout rate as of July 1, 1989, has been calculated. Figure II-10 shows the high school school-year dropout rate by ethnicity for the 1988-89 school year compared with the previous five years, 1983-84 through 1987-88.

As shown in the figure, the overall dropout rate in 1988-89 declined slightly from the previous year, from 10.7% to 10.4%. The school-year rate for Blacks in grades 9-12 rose to 10.7%, about the same level as in the 1986-87 school year. The rate for Hispanics also increased to 15.2, the highest it has been since 1985-86. The rate for Other students decreased to 7.5%, the lowest rate in the last five years.

Figure II-11 compares the four previous years' school-year dropout rates for junior high school to the 1988-89 school-year rate. As the figure shows, there was an overall decrease compared to the previous year. Dropout rates for each ethnic group also decreased. The school-year dropout rate for junior high school in 1988-89 is the lowest of the past four years.

## FIGURE II-10
## School-Year Dropout Rates by Ethnicity, as of July of the Following Summer, High School

| | 1983-84 | | 1984-85 | | 1985-86 | | 1986-87 | | 1987-88 | | 1988-89 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | N | % | N | % | N | % | N | % | N | % | N | % |
| Black | 286 | 9.7 | 322 | 10.6 | 314 | 9.8 | 355 | 10.8 | 334 | 9.4 | 390 | 10.7 |
| Hispanic | 554 | 13.8 | 663 | 16.0 | 661 | 15.3 | 608 | 13.7 | 689 | 14.7 | 754 | 15.2 |
| Other | 754 | 7.5 | 963 | 9.1 | 936 | 9.0 | 846 | 8.5 | 856 | 9.2 | 656 | 7.5 |
| Total | 1,594 | 9.4 | 1,948 | 11.0 | 1,911 | 10.7 | 1,809 | 10.2 | 1,879 | 10.7 | 1,800 | 10.4 |

## FIGURE II-11
## School-Year Dropout Rates by Ethnicity, as of July of the Following Summer, Middle/Junior High School

| | 1984-85 | | 1985-86 | | 1986-87 | | 1987-88 | | 1988-89 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Group | N | % | N | % | N | % | N | % | N | % |
| Black | 48 | 2.5 | 50 | 2.6 | 103 | 5.0 | 85 | 4.6 | 72 | 4.0 |
| Hispanic | 162 | 5.8 | 199 | 7.2 | 278 | 9.1 | 264 | 9.5 | 199 | 6.4 |
| Other | 177 | 3.3 | 232 | 5.0 | 224 | 5.1 | 164 | 4.1 | 101 | 2.4 |
| Total | 387 | 3.9 | 481 | 5.1 | 605 | 6.3 | 513 | 5.9 | 372 | 4.1 |

## Comparison of Longitudinal Rates

Figure II-12 reproduces data used in the original dropout study to illustrate the dropout situation in AISD at the time "Mother Got Tired of Taking Care of My Baby" was published (1982-83). The data being repeated are for the cohort of students who entered ninth grade in the 1978-79 school year. Also shown in the figure are data for two, more recent cohorts: students who entered ninth grade in 1983-84 and 1984-85, respectively. These data were obtained from the longitudinal dropout file ORE established in 1983-84, the year after the original study was published. To date, the 1983-84 and 1984-85 cohorts are the only two complete student cohorts who have been followed from ninth grade for four years.

As shown in Figure II-12, the graduation and transfer percentages for the three cohorts are similar. In the neighborhood of 50% of the students who entered ninth grade four years previously graduated from AISD. The percentages of students still enrolled, however, are different for the original and two later cohorts. More than twice as many of the students included in the original dropout study had not graduated and were still enrolled in the fall of 1982 than were enrolled four years later in the more recent two cohorts.

The percentages of dropouts also differed among the three cohorts, although not as much as it first appears. The approximately 19% longitudinal dropout rate reported in "Mother Got Tired of Taking Care of My Baby" is lower than the 26% and 28% rates reported for the 1983-84 and 1984-85 cohorts. However, Doss (1983) considered the 19% rate an overly conservative estimate of the dropout rate because it included transfer students and "other leavers" as nondropouts. Under our current definition of dropout, in fact, Doss's "other leavers" are counted as dropouts. Therefore, the rate for the 1982-83 cohort, consistent with the calculations for the two later cohorts, is 26.4%. A comparison of the three cohorts suggests that the high school longitudinal dropout rate in AISD is little changed, and possibly slightly higher now (most recent data), than in 1983 when ORE first spotlighted the dropout problem in AISD. However, this comparison is clouded by the unknown impact of the differences in the methodologies used across the years.

## FIGURE II-12
## Status of Students Included in the Original Dropout Study Compared with Two Later Cohorts

| | COHORT | | | | | |
|---|---|---|---|---|---|---|
| | 1978-79 | | 1983-84 | | 1984-85 | |
| STATUS | # | % | # | % | # | % |
| Graduated | 2,438 | 48.4 | 2,559 | 55.1 | 2,590 | 51.1 |
| Transferred | 745 | 14.8 | 684 | 14.7 | 878 | 17.3 |
| Still Enrolled | 527 | 10.5 | 183 | 3.9 | 186 | 3.7 |
| Died | * | * | 7 | .2 | 5 | .1 |
| Other Leavers** | 387 | 7.7 | N/A | N/A | N/A | N/A |
| Dropped Out /1 | 942 | 18.7 | N/A | N/A | N/A | N/A |
| **Dropped Out /2** | **1,219** | **26.4** | **1,208** | **26.0** | **1,412** | **27.8** |
| Total | 5,039 | 100.0 | 4,641 | 100.0 | 5,071 | 100.0 |

* Included in "Other Leavers"

** Includes students for whom no record could be found and for whom neither the dropout nor transfer classification seemed adequate, e.g., deceased students, those who joined the armed services, or who were sent to prison

N/A = Not applicable

/1 = As defined in the original dropout study

/2 = As defined by current methodology

Note: Data for the 1978-79 cohort are as of January, 1983, four and one-half years after the students entered ninth grade. Data for the 1983-84 and 1984-85 cohorts are as of four years after ninth-grade entry.

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# Part Three

# IDENTIFICATION OF AT-RISK STUDENTS

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## IDENTIFICATION OF AT-RISK STUDENTS

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### WHAT DOES "AT-RISK" MEAN?

In this report, the term "at-risk" refers to the greater likelihood for students in grades 7-12 with certain characteristics to drop out of school. As used here, the term does not connote, as it has been used elsewhere, being unprepared to begin school, poor achievement, an increased likelihood of school failure, or social, economic, or medical vulnerability. The term refers here to students, not schools (Freiberg, Prokosch, & Treister, 1989).

Certain characteristics having a correlation with dropping out of school have been delineated (Phlegar & Rose, 1988) or proposed (Wells, Bechard, & Hamby, 1989). Among the most frequently cited are:

Academic

- Low basic skills test performance
- Low grade point average (GPA)
- Below grade-level performance, especially in basic skill areas

School/Social

- One or more years older than other students in the same grade. (This indicator has been shown to be the single most significant predictor of dropping out.)
- Attendance/truancy problem--not attending school on a consistent basis
- Behavior/discipline problem
- Retention
- Special program placement
- Placement in other than the academic track
- No extracurricular involvement

Home/Family

- Family in lower economic level--student participates in a free or reduced-price meal program, for example
- Unstable home
- Abused
- Low parental education level and occupation
- Parental noninvolvement or low expectation
- Non-English-speaking home
- Minority status
- Frequent transfer between schools

Personal

- Illness and disability
- Low self-esteem, external locus of control
- Poor school attitudes
- Low educational and occupational aspirations
- Alcohol and/or substance abuse problem
- Pregnant or parenting
- Negative police involvement
- Friends have dropped out

In 1986, as part of H.B. 1010, the State of Texas set out its at-risk criteria for students in grades 1-12. See page 3 for criteria for students in grades 7-12.

## AISD At-Risk Categories

For purposes of identifying and tracking at-risk students, AISD operationalized the State criteria for students in grades 7-12 as follows:

| State Criterion | AISD Operational Definition |
|---|---|
| Not advanced from one grade level to the next for two or more school years | Two or more years older than expected for the grade level, as of September 1 |
| Has mathematics or reading skills that are two or more years below grade level | Two or more years below grade level as measured by a norm-referenced achievement test (Iowa Tests of Basic Skills in grades 1-8; Tests of Achievement and Proficiency in grades 9-12) |
| Has failed two or more courses in one or more semesters and is not expected to graduate within four years of the time the student entered the ninth grade | Has two or more F's (final grade) in a semester |
| Has failed one or more of the reading, writing, or mathematics sections of the most recent TEAMS test beginning with the seventh grade | Has failed one or more of the TEAMS Mathematics, Reading, or Writing tests, most recent score |

AISD does not use any of the optional State criteria for identifying at-risk students (see page 3).

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# H.B. 1010: THE STATE AT-RISK CRITERIA

H.B. 1010, passed by the Texas State Legislature in 1986 and taking effect September 1, 1987, relates to reducing the number of students who drop out of public school. Section 4 (f) of this bill states:

For the purposes of this section, "student at risk of dropping out of school" includes each student in grade levels seven through 12 who is under 21 years of age and who:

(1) was not advanced from one grade level to the next two or more school years;

(2) has mathematics or reading skills that are two or more years below grade level;

(3) did not maintain an average equivalent to 70 on a scale of 100 in two or more courses during a semester, or is not maintaining such an average in two or more courses in the current semester, and is not expected to graduate within four years of the date the student begins the ninth grade; or

(4) did not perform satisfactorily on an assessment instrument administered under Section 21.551(a) of this code in the seventh, ninth, or twelfth grade.

### Grades 7-12
### 19 TAC 75.195(c) (1) - (4)

Below 21 years of age and meet one or more of the following:

(1) has not been promoted one or more times in grades 1-6 based on academic criteria established in subsections (a) and (b) of this section and continues to be unable to master the essential elements in the 7th or higher grade level;

(2) is two or more years below grade level in reading or mathematics;

(3) has failed at least two courses in one or more semesters and is not expected to graduate within four years of the time the student entered the 9th grade; or

(4) has failed one or more of the reading, writing, or mathematics sections of the most recent TEAMS test beginning with the seventh grade.

### Grades 7-12
### TEC 21.557 (f)

Under 21 years of age and who:

(1) was not advanced from one grade level to the next two or more school years;

(2) has mathematics or reading skills that are two or more years below grade level;

(3) did not maintain an average equivalent to 70 on a scale of 100 in two or more courses in the current semester, and is not expected to graduate within four years of the date the student begins the ninth grade; or

(4) did not perform satisfactorily on an assessment instrument administered under Section 21.551(a) of this code in the seventh, ninth, or twelfth grade.

**H.B. 1010 amended the Texas Education Code (TEC) guidelines which are contained in the Texas Administrative Code (TAC). Provisions in both the TEC and TAC must be implemented as law.**

**A student who meets one or more of these criteria shall be identified as at risk. A student does not have to meet all four criteria to be considered at risk.**

**Optional criteria for identifying at-risk students, grades 1-12, are also included as follows:**

### Grades 1-12
### 19 TAC 75.195 (c) (5)
### Optional criteria:

- environmental factors,
- familial factors,
- economic factors,
- social factors,
- developmental factors,
- other psychosocial factors where such factor contributes to the students' inability to progress academically.

### Grades 7-12
### TEC 11.205 (c)
### Optional criteria:

- adjudged delinquent;
- abuses drugs/alcohol;
- limited English proficiency
- receives compensatory or remedial instruction;
- sexually, physically, or psychologically abused;
- pregnant;
- slow learner;
- underachiever;
- enrolls late in school year;
- stops attending school before the end of the school year;
- unmotivated; or
- other characteristics that indicate the student is at high risk of dropping out.

Based on the State at-risk criteria, ORE developed seven basic at-risk categories:

1. Age (two or more years overage)
2. Reading Achievement (two or more years below grade level)
3. Mathematics Achievement (two or more years below grade level)
4. F's (two or more in a semester)
5. TEAMS Reading (failing)
6. TEAMS Math (failing)
7. TEAMS Writing (failing)

Two other categories were added: TEAMS Language, in place of TEAMS Reading for students in grades 11 and 12, because they do not take the reading test, and TEAMS Writing Composition, because the writing composition portion of the test seemed worth considering separately from the writing test as a whole, which also includes an objective, multiple-choice section.

An additional 13 categories were extrapolated by combining the seven basic categories, for a total of 22 at-risk categories. Attachment III-1 lists and defines all 22 at-risk categories.

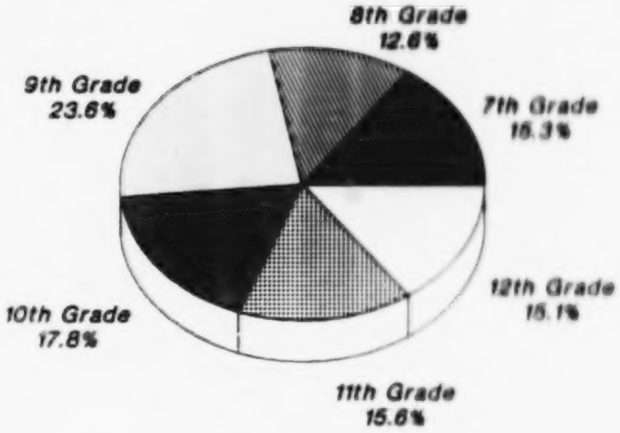
**WHO ARE THE STUDENTS AT RISK?**

For the 1988-89 school year, a determination was made of the at-risk status (as of October 30, 1988) of each student in grades 7-12. The most important findings were:

- The number of students considered at risk is 11,668 or 46.1% of the enrollment.
- High school students are more likely to be at risk than junior high school students.
- A greater proportion of the Hispanic (59.6%), Black (61.0%), and American Indian (47.2%) enrollment is identified as at risk than Asian (37.1%) or White (31.1%).
- More males (50.7%) are at risk than females (41.4%).
- Johnston (64.7%) and Reagan (56.0%) have the greatest proportion of students at risk among the high schools.
- O. Henry (44.7%) and Martin (41.6%) have the greatest proportion of students at risk among the middle/junior high schools.

Figure III-1 depicts the percentages of at-risk students by grade for grades 7-12 in 1988-89. Attachment III-2 presents the numbers of at-risk students broken down by grade, ethnicity, and sex. Attachment III-3 presents the same breakdowns as a percentage of enrollment. Attachment III-4 gives the frequency of at-risk students by grade and school.

**FIGURE III-1**
**At-Risk Students by Grade Level, 1988-89**



*Note: Percentages are of the total at-risk students.*

## 1988-89 School Year Compared with 1987-88 School Year

The same statistics about the number and characteristics of at-risk students in AISD in 1988-89 were obtained for the previous school year. Figure III-2 compares the two years.

### FIGURE III-2
### Comparison of At-Risk Students, 1987-88 and 1988-89

| | 1987-88 | | 1988-89 | |
|---|---|---|---|---|
| Students at risk, grades 7-12 | 11,330 | | 11,668 | |
| AISD enrollment | 25,587 | | 25,292 | |
| Percent of AISD enrollment | 44.3% | | 46.1% | |
| Grade 7 | 1,145 | (10.1%) | 1,782 | (15.3%) |
| Grade 8 | 1,282 | (11.3%) | 1,466 | (12.6%) |
| Grade 9 | 2,888 | (25.5%) | 2,759 | (23.6%) |
| Grade 10 | 1,765 | (15.6%) | 2,081 | (17.8%) |
| Grade 11 | 2,108 | (18.6%) | 1,815 | (15.6%) |
| Grade 12 | 2,142 | (18.9%) | 1,765 | (15.1%) |
| Junior high school | 2,427 | (21.4%) | 3,248 | (27.8%) |
| High school | 8,903 | (78.6%) | 8,420 | (72.2%) |
| Male | 6,395 | (56.4%) | 6,517 | (55.9%) |
| Female | 4,935 | (43.6%) | 5,151 | (44.1%) |
| American Indian | 19 | (.2%) | 34 | (.3%) |
| Asian | 231 | (2.0%) | 216 | (1.9%) |
| Black | 3,212 | (28.3%) | 3,226 | (27.6%) |
| Hispanic | 4,304 | (38.0%) | 4,547 | (39.0%) |
| White | 3,564 | (31.5%) | 3,645 | (31.2%) |
| *Risk categories with the highest percentage of at-risk students: | | | | |
| Achievement and TEAMS | 18.1% | | 17.4% | |
| TEAMS Writing Composition | 11.0% | | 10.8% | |
| Age | 9.8% | | 8.1% | |
| TEAMS (two sections) | 9.5% | | 8.5% | |
| Two F's in a semester | 6.4% | | 10.1% | |

* See Attachment III-1 for a list of the risk categories.

Note: Percentages are of the total number at risk.

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Inspection of Figure III-2 reveals that:

- The overall percentage of at-risk students increased by 1.8 percentage points from 1987-88 to 1988-89.
- The percentage of at-risk students in high school decreased by 6.4 percentage points in 1988-89, while the percentage of junior high school students who were at risk increased by 6.4 percentage points.
- An increase in the percentage of at-risk students is particularly noticeable at grade 7.
- The percentage of students at risk in each ethnic group was about the same.

**HOW MANY OF THE AT-RISK STUDENTS DROPPED OUT?**

Figure III-3 presents information for the 1987-88 and 1988-89 school years.

**FIGURE III-3**
**At-Risk Students Who Dropped Out, 1987-88 and 1988-89**

| | 1987-88 | 1988-89 |
|---|---|---|
| **At-risk students who dropped out** | **1,371 (12.1%)** | **1,338 (11.5%)** |
| At-risk students who did not drop out | 9,959 (87.9%) | 10,330 (88.5%) |
| Students in grades 7-12 who dropped out | 2,374 | 2,172 |
| AISD enrollment* | 25,587 | 25,292 |
| Percent of enrollment which dropped out | 9.3% | 8.6% |
| Students not at risk who dropped out | 752 | 834 |
| Percent not at-risk students were of the dropouts | 31.7% | 38.4% |
| Students who were new and not evaluated for at-risk status who dropped out | 251 | 272 |

* As of October 30 of each year

Note: Dropouts are as of the end of the sixth six weeks.

## WHAT RISK CATEGORIES ARE MOST ASSOCIATED WITH DROPPING OUT?

The six at-risk categories with the highest percentages of dropouts were almost the same for 1988-89 as for 1987-88. See Figure III-4.

- Age, i.e., being overage compared to peers, is common to all six of the highest at-risk categories.
- The top two at-risk categories were the same in both years: age and TEAMS and age.
- The third- and fourth-highest categories were reversed in 1988-89 from their 1987-88 order. The same occurred with the categories with the fifth- and sixth- largest percentages of dropouts.
- In 1987-88, the top five categories represented 20% of at-risk students but 61.3% of the dropouts.
- In 1988-89, the top six categories represented 19.8% of at-risk students but 59.4% of the dropouts.

Attachment III-5 gives the percentages of dropouts in each at-risk category for 1987-88 and 1988-89.

- Fewer of the students with F's (category 4) dropped out than might be expected in 1988-89.

  --Categories including F's were represented by 17.9% of students at risk in 1987-88 and by 28.9% in 1988-89.
  --However, only 10.5% and 14.3% of the dropouts came from these categories in 1987-88 and 1988-89, respectively.
  --Of those with F's, only 8.8% dropped out in 1987-88; 3.5% with F's dropped out in 1988-89.

Attachment III-6 shows dropouts by grade by percent of at-risk category for both years.

- When looking at the at-risk categories with the highest percentage of dropouts by grade, the combination of being overage and failing at least one TEAMS test (category 12) ranked first in almost all grades. Exceptions were grade 8 in 1987-88 (it ranked second) and grade 12 in 1988-89.

Attachments III-7 and III-8 show the three categories with the highest percentages of dropouts for each of grades 7-12 for 1987-88 and 1988-89, respectively.

- Of the dropouts who were at risk, age (category 1) ranked first in all grades 7-12 in both years. Age and failing one TEAMS test (category 12) ranked second in most grades in both years.
- Age alone accounted for 22.0% to 37.4% of the dropouts of each grade in 1987-88 and from 19.5% to 31.2% in 1988-89.
- Age and failing one TEAMS test accounted for 41.7% to 49.5% of all dropouts in grades 7-11 in 1987-88 and from 37.8% to 51.7% of all dropouts in grades 7-10 in 1988-89.

**FIGURE III-4**
**Top Six Categories, Highest Percentage of At-Risk Students Who Dropped Out**

| 1987-88 | | | 1988-89 | | |
|---|---|---|---|---|---|
| RISK CATEGORY | DROPOUTS | % of AT-RISK | RISK CATEGORY | DROPOUTS | % of AT-RISK |
| 12 | 183 | 48.54 | 12 | 167 | 45.26 |
| 1 | 426 | 38.27 | 1 | 361 | 38.36 |
| 10 | 72 | 33.48 | 17 | 125 | 35.21 |
| 17 | 123 | 30.00 | 10 | 60 | 33.33 |
| 11 | 37 | 22.70 | 18 | 34 | 20.73 |
| 18 | 34 | 15.22 | 11 | 48 | 16.22 |
| TOTAL | 875 | 63.80 | TOTAL | 795 | 59.40 |

NOTE: See Attachment III-1 for definitions of risk categories.

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## WHAT PERSONAL AND SOCIAL FACTORS TEND TO CHARACTERIZE AT-RISK STUDENTS?

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**Significant differences in responses to survey questions among students identified as at risk, not at risk, dropouts, and stay-ins indicate underlying attitudinal differences.**

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In November, 1988, a Student Survey was sent to all AISD high school students. Overall, 86% of the 15,351 surveys sent out were returned. From 11 to 24 items were directed to each student, depending on the student's grade classification and membership in special programs. An average of 14 items was asked of each respondent. Altogether, student opinions were solicited on a total of 90 survey items on topics ranging from vocational course interests to the quality of education in AISD.

Among the 90 items, 25 survey items may be characterized as relating to dropping out. Figures III-5 through III-10 depict student responses to selected items. The complete items and student responses to them are presented in Attachment III-9. In the attachment, responses are shown for four groups of students: at risk, not at risk, dropouts, and stay-ins. Totals are also shown. Students were defined as at risk according to the criteria discussed in this section. Dropouts were counted as of the fifth six-weeks period of the 1988-89 school year. Items were not targeted to students in predefined groups. The groups were constituted after the surveying was completed. In other words, after a random sample of high school students responded to the 25 dropout-related survey items, it was determined which of the students were at risk or not at risk and which were dropouts or had not dropped out.

Significantly greater percentages of the dropouts than the stay-ins indicated that:

- They planned to drop out, end schooling after high school, or go to a vocational college, instead of going to a community college or four-year college or university.

- Their schools make students enthusiastic about learning.

- Finishing high school is necessary to be successful in life.

- They are often so confused about what is going on in their classes that they do not see any reason to try.

- They do not study, or they study somewhere else besides at school, at home, or at a friend's.

- One of the things they like best about school is getting away from home.

Conversely, significantly greater percentages of stay-ins than dropouts indicated that:

- It is easy to learn at their schools.

- They feel they are learning in their classes the things that they need to know to prepare them for the future.

- They enjoy coming to their schools.

- Teachers at their schools really believe that they can achieve academically.

- Discipline in their schools is fair and related to violations of agreed-upon rules.

- Doing their schoolwork is more important than making money now, spending time with their friends, or starting a family.

- They talk frequently with their parents about what happens at school.

- Their parents are very involved in their high school education.

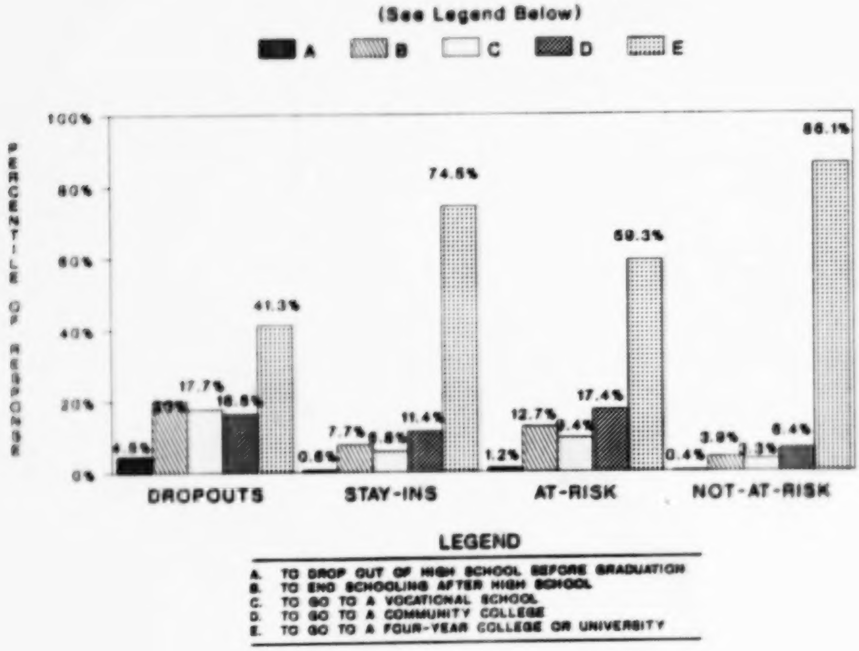
- It is important to their parents that they work hard at their schoolwork.

- Their best friends are interested in school, attend classes regularly, plan to graduate from high school, and plan to go to college.

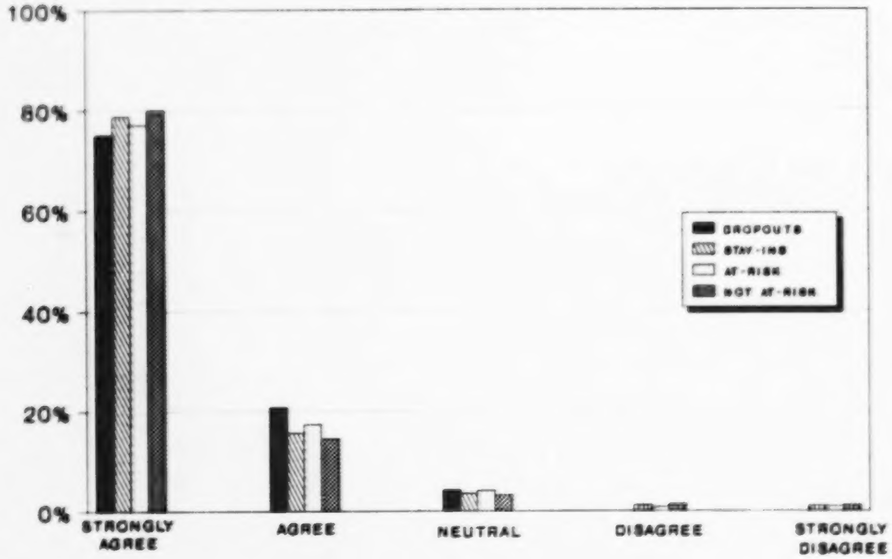
- They try hard to get good grades in their classes.

- Among the things they like best about school are what they are learning in their classes and special school events.

## FIGURE III-5
## 1988 Student Survey, "My Educational Plans Are:"



## FIGURE III-6
## Student Responses to: "Finishing High School is Necessary to be Successful in Life."



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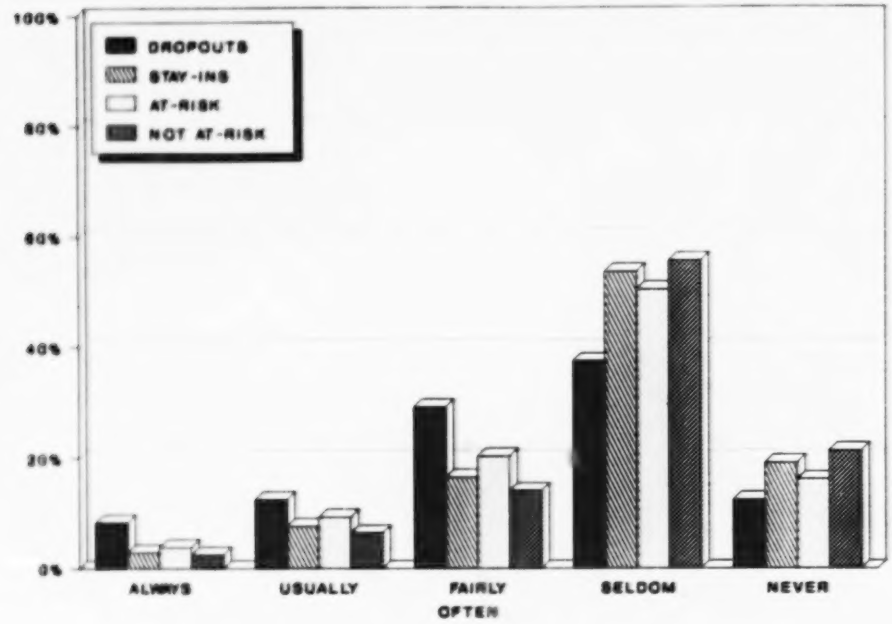
## FIGURE III-7

Student Responses to: "How Often Do You Feel so Confused About What's Going on in Your Classes That You Don't See Any Reason to Try?"



## FIGURE III-8

Student Responses to: "How Hard Do You Try to Get Good Grades in Your Classes?"

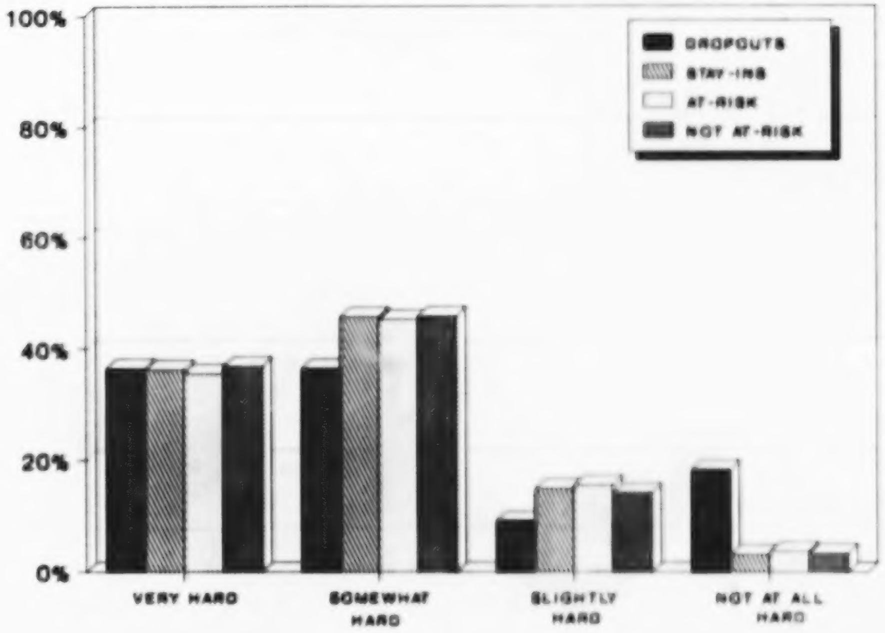
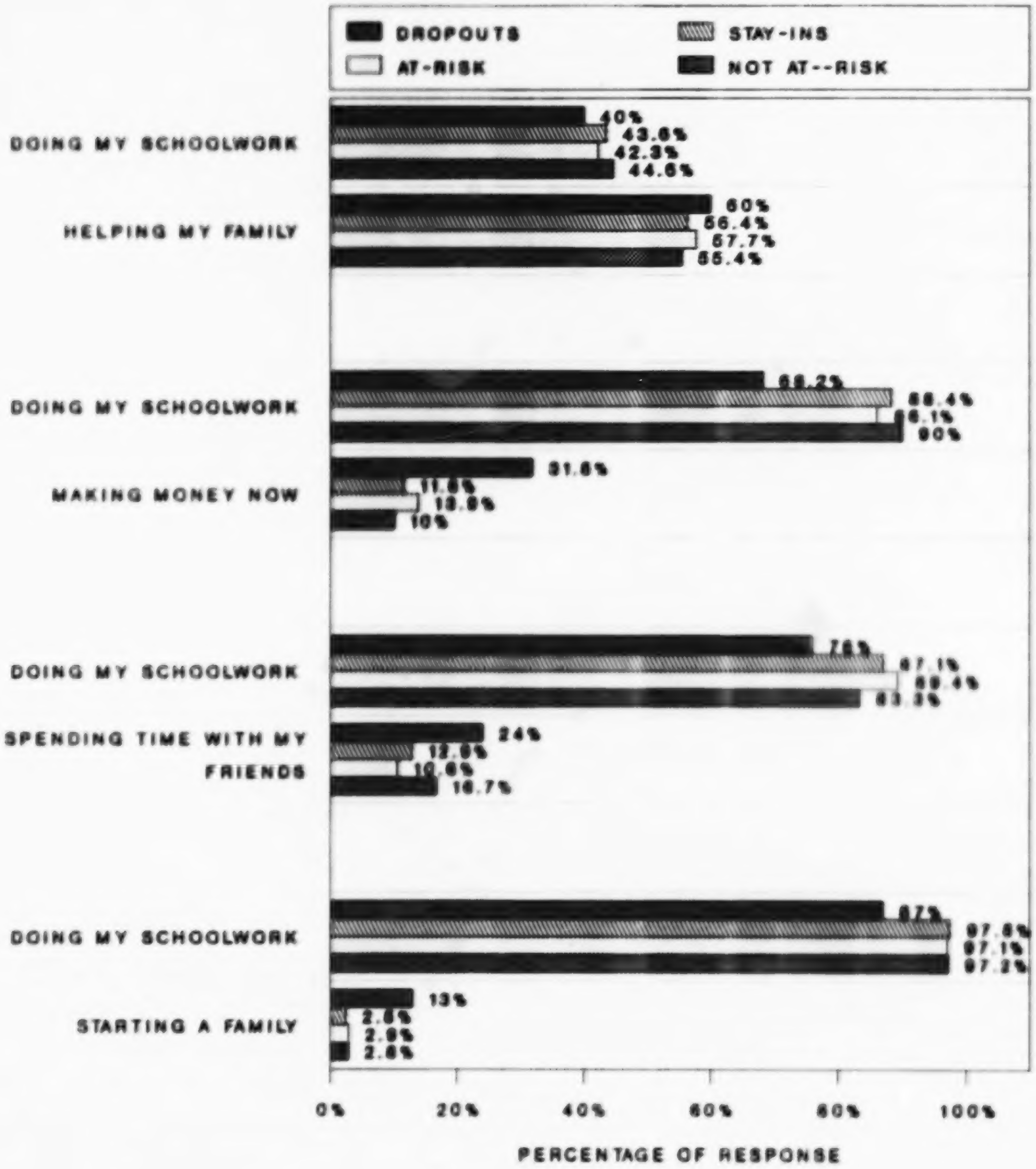
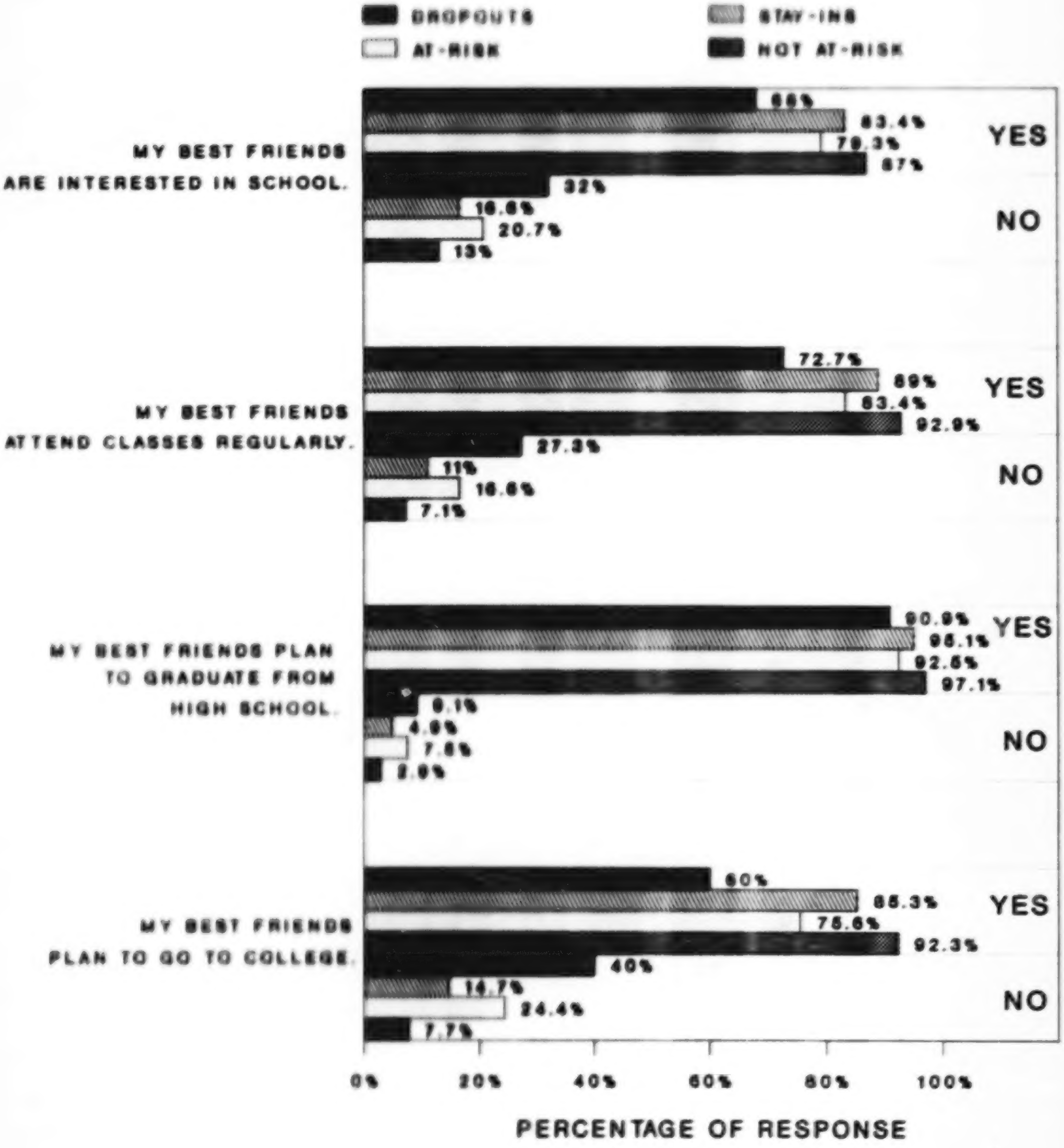


**FIGURE III-9**
**Student Responses to: "Which is More Important?"**



## FIGURE III-10
## Students' Yes or No Responses to Best Friends Questions



## HOW WELL DO THE STATE AT-RISK CRITERIA PREDICT DROPPING OUT?

**Not very well. Small percentages of the students classified as at risk by the State criteria actually drop out. Identified at-risk students drop out in only slightly greater percentages than students not identified as at risk. In a statistical analysis, the State at-risk criteria correctly predicted only 40% of the dropouts.**

### Percentages of At-Risk Students Who Drop Out

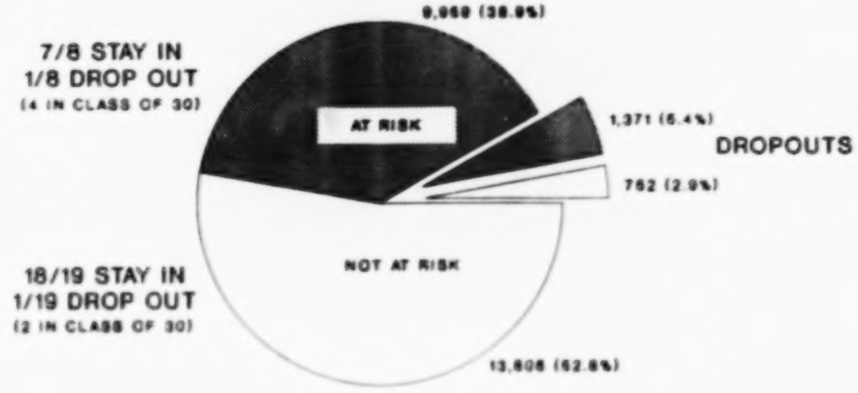
As previously stated (see Figure III-3), only 12.1% of the students at risk of dropping out in the 1987-88 school year dropped out; the remaining 87.9% did not drop out. Only 1,371 (57.8%) of the dropouts came from those considered at risk. The percentages were very similar in the 1988-89 school year. Only 11.5% of the at-risk students dropped out; 88.5% did not. Only 1,338 (61.6%) of the dropouts were considered at risk.

Figures III-11 and III-12 depict the number and percent of dropouts in grades 7-12 from among the students classed as at risk and not at risk for the 1987-88 and 1988-89 school years, respectively. The figures show that:

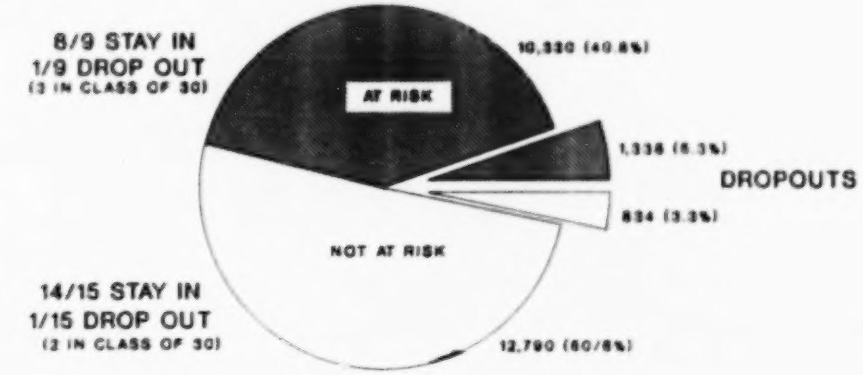
- Almost half of the students in each year were considered at risk (see Figure III-2).
- Small percentages both of the at-risk students and the not-at-risk students dropped out.
- In 1987-88, the chances of an at-risk student dropping out were about one in eight (12.1%). The chances of a student who was not at risk dropping out were about one in 19 (5.3%). In other words, in a given class of 30 students roughly four of the at-risk students and two of the not-at-risk students would drop out.
- The proportions were very similar in 1988-89. About one in nine of the at-risk students dropped out, and about one in 15 not-at-risk students dropped out; or, in terms of the hypothetical class of 30, three at-risk students from the 30 and two not-at-risk students.

These comparisons suggest that identifying students as at risk according to the State criteria affords an only slightly better prediction of which of these students will drop out in comparison to the students not so identified.

## FIGURE III-11
## Number and Percent of Dropouts, Grades 7-12, At-Risk vs. Not-At-Risk Students, 1987-88



## FIGURE III-12
## Number and Percent of Dropouts, Grades 7-12, At-Risk vs. Not-At-Risk Students, 1988-89



## Discriminant Function Analysis

Another approach used to ascertain how well the State at-risk criteria predict whether AISD students will drop out was discriminant function analysis. The major purpose of a discriminant function analysis is to predict group membership on the basis of a variety of predictor variables. In this case, the State at-risk criteria were the variables used to predict whether students were members of the group dropouts. The at-risk status of students who were ninth graders in 1986-87 was determined, and the analyses were performed on data from this group of students. At the time of analysis, the students' dropout status was known through the end of the first semester of the 1988-89 school year. Students who died or transferred were excluded from analysis.

In this analysis, the State at-risk criteria correctly predicted only 40% of the dropouts in AISD. By contrast, they correctly predicted 94% of the students who did not drop out. Overall, when used as predictors of dropping out, the State at-risk criteria correctly categorized 77% of the students as either dropouts or "stay-ins." These criteria explain only 21% of the variation among individuals in terms of their decision to stay in or drop out of school. In other words, most of the differences between the students who decided to leave school and the students who stayed in school were not explained on the basis of the variables used as predictors. The State at-risk criteria predict dropping out only marginally better (+ 7.6%) than a prediction based on the known percentage of dropouts in the student population, i.e., prediction at the chance level.

## WHICH OF THE STATE AT-RISK CRITERIA, IN WHAT COMBINATION, ARE MOST PREDICTIVE OF DROPPING OUT IN AISD?

## Percentages of At-Risk Students Who Dropped Out

As described earlier, ORE created 22 at-risk categories from the State at-risk criteria (see Attachment III-1). A calculation was made of the percentage of at-risk students in grades 7-12 in each of these categories who dropped out in 1987-88 and 1988-89. These percentages represent the probability of dropping out for the at-risk students in each category, or, in other words, the **dropout risk rate**.

For 1988-89, the at-risk categories most associated with dropping out were:

1) Age and TEAMS (45.3% of at-risk students dropped out)
2) Age (38.4%)
3) Age, achievement, and TEAMS (35.2%)
4) Age and achievement (33.3%)
5) Age, F's, and TEAMS (20.7%)

6) Age and F's (16.2%)

The same categories, in slightly different order, were also the highest in 1987-88 (see Figure III-4).

With the exception of age by itself, all of the highest risk categories were combinations of the basic State at-risk criteria. Age by itself, or age in combination with other factors, was a common factor in all six categories. These six categories represented 19.8% of at-risk students but 59.4% of the dropouts.

It should be noted, however, that even the best of the combinations of at-risk criteria--age and TEAMS--identified students with a dropout risk rate of less than 50 percent.

### Discriminant Function and Stepwise Regression Analyses

The State at-risk criteria were used in a stepwise analysis as independent predictors of a student's regression status--dropping out or staying in school. Three of the four State at-risk criteria made a statistically meaningful contribution to predicting dropping out:

- At risk because of being overage,
- At risk because of failing courses, and
- At risk because of being below grade level.

Among the State at-risk factors, a student's being two or more years older than peers is the best predictor of dropping out, followed by having two or more failing grades in a semester, then by being two or more years below grade level as measured by a standardized achievement test. Being at risk because of failing one or more of the Texas Educational Assessment of Minimum Skills (TEAMS) tests did not contribute significantly to the prediction.

## BESIDES THE STATE AT-RISK CRITERIA, WHAT OTHER FACTORS PREDICT BEING AT RISK OF DROPPING OUT?

---

**The factors most predictive of dropping out of high school in AISD are: grade equivalent score on the ITBS Work-Study Skills Test, number of years identified as limited English proficient (LEP), being overage, number of disciplinary incidents in grade 8, being new to the District in grade 9, special education status, and having a low-income sibling.**

---

Additional criteria besides the State at-risk criteria were used in a series of statistical analyses in an attempt to improve upon the predictive accuracy attained through use of the State at-risk criteria alone. The analyses were performed on data from the group of students who were first-time ninth graders in 1983-84. This cohort was selected for analysis because it was the first on which an entire dropout history, from ninth grade through twelth grade (and beyond), was available from the longitudinal dropout file ORE began in the 1983-84 school year. At the time of analysis, the students' dropout status was known through the end of the 1987-88 school year, five years after the students began high school in grade 9. Students who died or transferred were excluded from analysis.

Independent variables suggested as predictors in the research literature and elsewhere were identified. Many variables, such as age, ethnicity, achievement level, etc., were available on centrally maintained District computer files, but other variables, such as father's or mother's occupation or educational level, were not available and so could not be included in the analyses.

The following 32 variables were assembled as potential predictors:

- Age
- Sex
- Ethnicity (5 variables)
- Low-income status (4 variables)
- Discipline incidents
- TABS Math raw score
- TABS Reading raw score
- TABS Writing raw score
- TABS Math mastery
- TABS Reading mastery
- TABS Writing mastery
- ITBS Reading Total grade equivalent (GE) score
- ITBS Math Total GE score
- ITBS Language Total GE score
- ITBS Work-Study Skills Total GE score
- ITBS Total Battery GE score
- New to the District
- Special education status
- Daily special education contact hours
- Limited-English-proficiency (LEP) status
- Years of service by Chapter 1
- Years of service by Chapter 1 Migrant
- Years of service by State Compensatory Education (SCE)
- Years LEP
- Years in special education

An additional 38 variables were created by various combinations of the 32 variables. In all, 70 variables were utilized as independent predictors.

Attachment III-10 contains a complete description of each of the variables used as predictors.

A subfile containing only the 1983-84 ninth-grade cohort was created from the longitudinal dropout file. Information was added to the file throughout the year, enabling successive analyses to include more and more variables. In all, some 18 discriminant analyses were performed. Figure III-13 shows results from representative analyses.

As shown in Figure III-13, the percentages of "hits" on dropouts (i.e., students predicted to be dropouts who did drop out) and overall (prediction of which students would drop out and which would stay in) usually increased from analysis to analysis (while the corresponding "misses" decreased). Prediction compared to chance also improved, as did the accounting of differences (variation) between groups (expressed by R-square in the figure). Figure III-13 also shows that through discriminant analysis #16 prediction was for students of all ethnicities as a group. In discriminant analysis #17, separate predictions were made for each ethnic group. As Figure III-13 shows, when separate predictions were made according to ethnic group, the accuracy of prediction noticeably improved, most drastically among American Indian and Asian students. All (100%) of the American Indian dropouts were correctly classified, as were 89.5% of the Asian dropouts.

In a stepwise regression using the same variables the best prediction for students overall was achieved in the culminating analysis. In this analysis, utilizing 45 independent predictors, 76.2% of the students who dropped out were correctly predicted. Overall, 87.8% of the students were correctly categorized as either dropouts or "stay-ins." Fifty percent (50.2%) of the differences (variation) between the students who decided to drop out and those who stayed in school was explained on the basis of the predictor variables.

In this analysis, in descending order of significance, **the factors most predictive of dropping out in AISD are:**

1. The combination of **TABS Reading raw score with ITBS Work-Study Skills Total grade equivalent score**
2. **Number of years identified as limited English proficient (LEP)**
3. **Age**
4. The combination of **number of years LEP with being Hispanic**
5. **Number of discipline incidents in grade 8**
6. **Being new to the District in grade 9**
7. The combination of **number of years LEP with being Black**
8. **Special education**
9. The combination of **age and number of years LEP**
10. **Having a sibling who is low income**

88.36

# FIGURE III-13
## Representative Discriminant Analyses on the 1983-84 Cohort of First-Time Ninth Graders

|  | #1 | #5 | #8 | #9 | #11 | #12 | #13 | #15 |  |  | #17 |  |  | #18 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  | Am Ind | Asian | Black | Hispanic | White |  |
| Strength of Association | .099 | .142 | .158 | .348 | .320 | .365 | .437 | .465 | 1.000 | .744 | .408 | .409 | .474 |  |
| "Hits" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dropouts | 40.5% | 28.0% | 26.9% | 44.3% | 51.6% | 59.4% | 69.4% | 71.1% | 100.0% | 89.5% | 71.0% | 79.4% | 67.1% | 75.4% |
| Stay-ins | 83.2% | 93.4% | 93.8% | 95.3% | 92.8% | 92.0% | 92.0% | 91.5% | 100.0% | 100.0% | 87.9% | 84.9% | 94.7% | 92.7% |
| Overall | 69.2% | 75.5% | 77.3% | 82.7% | 78.9% | 81.3% | 84.1% | 85.1% | 100.0% | 97.5% | 81.9% | 82.3% | 87.4% | 87.5% |
| "Misses" |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dropouts | 59.5% | 72.0% | 73.2% | 55.7% | 48.5% | 40.6% | 30.6% | 29.0% | 0% | 10.5% | 29.0% | 20.7% | 32.9% | 24.6% |
| Stay-ins | 16.8% | 6.7% | 6.2% | 4.7% | 7.7% | 8.0% | 8.6% | 8.1% | 0% | 0% | 12.1% | 15.1% | 5.3% | 7.3% |
| Overall | 30.8% | 24.5% | 22.7% | 17.3% | 21.1% | 18.7% | 15.9% | 14.9% | 0% | 2.5% | 18.1% | 17.6% | 12.6% | 12.5% |
| Prediction Compared to Chance | Worse by 9.5% | Better by .7% | Better by 2.2% | Better by 19.6% | Better by 18.6% | Better by 26.5% | Better by 36.5% | Better by 38.3% | Better by 57.1% | Better by 13.2% | Better by 6.4% | Better by 24.6% | Better by 6.5% | Better by 45.4% |
| R-Square | --* | -- | -- | -- | .363 | .407 | .449 | .468 | 1.000 | .802 | .429 | .428 | .484 | .494 |
| Number of Variables | 4 | 11 | 16 | 24 | 32 | 32 | 45 | 70 | 70 | 70 | 70 | 70 | 70 | 45 |
| Notes |  | CRT Achievement Scores | NRT Achievement Scores | Comp. Ed./<br>Sp. Ed. history |  | Mean value for missing data, by group | Interaction variables | Special Ed. students excluded; additional interaction variables | Seperate analyses by ethnicity |  |  |  |  |  |

*"--" = NOT AVAILABLE

The factors most strongly correlated with dropping out are number of years LEP, being overage, number of disciplinary incidents in grade 8, being new to the District in grade 9, special education status, and having a low-income sibling. Although in this particular analysis it was paired with TABS reading score, grade equivalent score on the ITBS Work-Study Skills Test ranked as one of the top predictors in numerous analyses.

The factors of overage, discipline incidents, years LEP, being new, the combination of years LEP and being Black or Hispanic, the combination of being overage and LEP, and having a low-income sibling were predictive of dropping out. The factors of being a special education student, and having a high TABS Reading raw score and high ITBS Work-Study Skills score were predictive of staying in school.

## ARE THERE DIFFERENT "TYPES" OR CLUSTERS OF STUDENTS WITH SIMILAR CHARACTERISTICS AND DROPOUT RISK FACTORS?

---

**The 22 at-risk categories can be thought of as embodying 22 "types" of students, each type with a particular dropout risk factor. Cluster analysis was inconclusive.**

---

### Dropout Risk Factors

As previously described, ORE extended the State at-risk criteria by combining various factors to create 22 at-risk categories. See Attachment III-1. These categories may be thought of as describing "types" of students, e.g., students who were overage, students who failed at least one of the TEAMS tests, etc. The dropout risk rates associated with each of the categories may therefore be associated with 22 types of students. Thus, it is possible to say that students of type 1, i.e, students who are at risk because of the factors in risk category 1 (age), have a certain probability of dropping out; type 2 students have a second probability of dropping out, type 3 students, etc. Figure III-14 depicts the risk of dropping out for each of the 22 "types" of students.

### Cluster Analysis

Another approach to ascertaining whether there are certain "types" of students who share similar characteristics with respect to dropping out or staying in school is cluster analysis. Cluster analysis is the generic name for a wide variety of multivariate analysis procedures that can be used to create a classification. These procedures form "clusters" or groups of highly similar entities. Cluster analysis is used to discover if there is a structure in the data that is not readily apparent by ordinary inspection.

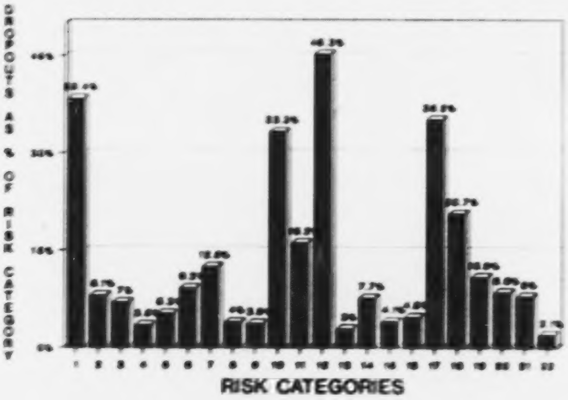
This strategy differs from that embodied by discriminant analysis, which is more properly described as an identification procedure. In this case, the intent of the analysis was to determine if students with certain characteristics would cluster with one another and thereby allow the development of a typology or classification of students into dropouts and "stay-ins."

Such a typology would be useful from the standpoint of intervention efforts. If it were known, for example, that female, Hispanic students who failed the TEAMS Writing test constituted a group distinct from, for example, male, Black students who were in special education, intervention strategies which took these characteristics into account could be more precisely targeted at the various groups of students.

Data from the same student cohort (first-time ninth graders of 1983-84) used in the discriminant analyses were used in several cluster analyses. The same 32 variables used in the discriminant analyses, with the addition of dropout status, were again used in the analysis. The results were inconclusive. Only two clusters emerged from the analysis. One cluster contained six variables: sex, new to the District in grade 9, special education status, daily special education contact hours, years in special education, and the ethnicity Asian. The second cluster contained the remaining variables. What these two clusters might signify is unknown at this time. Special education would seem to figure into the picture, but just how is unclear.

Cluster analysis still promises to be a useful analysis technique. Different analysis parameters or different variables might produce a more useful cluster structure. Additional analyses will have to be performed in the future to extract meaningful information from the data.

**FIGURE III-14**
**22 "Types" of At-Risk Students and Their Dropout Risk Rates, 1988-89**



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AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

## Definitions of Risk Category Codes

| Variable | Risk Category | Definition |
|---|---|---|
| Risk1 | Age | Student is two or more years older than expected for the grade level |
| Risk2 | Read Ach | Student scored two or more years below grade level in reading on a norm-referenced, standardized achievement test (either the Iowa Tests of Basic Skills or the Tests of Achievement and Proficiency) |
| Risk3 | Math Ach | Student scored two or more years below grade level in mathematics on a norm-referenced, standardized achievement test (either the ITBS or the TAP) |
| Risk4 | 2 F's | Student failed at least two courses during a semester |
| Risk5 | TEAMS Read | Student failed the reading section on the most recent administration of the state-mandated, criterion-referenced Texas Educational Assessment of Minimum Skills (TEAMS) (grades 7 and 9 only) |
| Risk6 | TEAMS Math | Student failed the mathematics section of the TEAMS |
| Risk7 | TEAMS Lang | Student failed the language arts section of the Exit-Level TEAMS (grades 11 and 12 only) |
| Risk8 | TEAMS WRITE | Student failed the writing section of the TEAMS (Grades 7 and 9 only) |
| Risk9 | TEAMS W COMP | Student failed only the writing composition portion of the TEAMS Writing test (grades 7 and 9 only) |
| Risk10 | Age, Read Ach or Math Ach | Student is two or more years older than expected for the grade level and scored two or more years below grade level in reading or mathematics on the ITBS or TAP |
| Risk11 | Age, 2 F's | Student is two or more years older than expected for the grade level level and failed at least two courses during a semester |
| Risk12 | Age, TEAMS (any) | Student is two or more years older than expected for the grade level level and failed at least one of the sections of the TEAMS |

## DEFINITIONS OF RISK CATEGORY CODES (cont.)

| Variable | Risk Category | Definition |
|---|---|---|
| Risk13 | Math Ach or Read Ach and 2 F's | Student scored two or more years below grade level in mathematics or reading on the ITBS or the TAP and failed at least two courses during a semester |
| Risk14 | Math Ach or Read Ach and TEAMS (any) | Student scored two or more years below grade level in mathematics or reading on the ITBS or the TAP and failed at least one of the sections of the TEAMS |
| Risk15 | 2 F's, TEAMS (any) | Student failed at least two courses during a semester and failed at least one of the sections of the TEAMS |
| Risk16 | Age, Math Ach or Read Ach, and 2 F's | Student is two or more years older than expected for the grade level, scored two or more years below grade level in mathematics or reading on the ITBS or the TAP, and failed at least two courses during a semester |
| Risk17 | Age, Math Ach or Read Ach, and TEAMS (any) | Student is two or more years older than expected for the grade level, scored two or more years below grade level in mathematics or reading on the ITBS or the TAP, and failed at least one of the sections of the TEAMS |
| Risk18 | Age, 2 F's, and TEAMS (any) | Student is two or more years older than expected for the grade level, failed at least two courses during a semester, anf failed at least one of the sections of the TEAMS |
| Risk19 | Age, Math Ach or Read Ach, 2 F's, and TEAMS (any) | Student is two or more years older than expected for the grade level, scored two or more years below grade level in mathematics or reading on the ITBS or the TAP, failed at least two courses during a semester, and failed at least one of the sections of the TEAMS |
| Risk20 | Math Ach and Reading Ach | Student scored two or more years below grade level in mathematics and in reading on the ITBS or the TAP |
| Risk21 | TEAMS (two) | Student failed at least two sections of the TEAMs |
| Risk 22 | Math Ach or Read Ach, 2 F's, and TEAMS (any) | Student scored two or more years below grade level in mathematics or reading on the ITBS or the TAP, failed at least two courses during a semester, and failed at least one of the sections of the TEAMS |

## At-Risk Breakdown by Sex, by Grade, by Ethnicity, October 30, 1988

| Grade | At Risk | Percent |
|---|---|---|
| 7 | 1,782 | 15.3 |
| 8 | 1,466 | 12.6 |
| 9 | 2,759 | 23.6 |
| 10 | 2,081 | 17.8 |
| 11 | 1,815 | 15.6 |
| 12 | 1,765 | 15.1 |
| Total | 11,668 | 100.0 |

| Ethnicity | At Risk | Percent |
|---|---|---|
| American Indian | 34 | 0.3 |
| Asian | 216 | 1.9 |
| Black | 3,226 | 27.6 |
| Hispanic | 4,547 | 39.0 |
| Anglo | 3,645 | 31.2 |
| Total | 11,668 | 100.0 |

| Sex | At Risk | Percent |
|---|---|---|
| Male | 6,517 | 55.9 |
| Female | 5,151 | 44.1 |
| Total | 11,668 | 100.0 |

Attachment III-3

## Percent of Enrollment That Were Identified as At-Risk, October 30, 1988

| Grade | At-Risk | Enrollment | Percent of Enrollment |
|---|---|---|---|
| 7 | 1,782 | 4,448 | 40.1 |
| 8 | 1,466 | 4,286 | 34.2 |
| 9 | 2,759 | 5,544 | 49.8 |
| 10 | 2,081 | 3,884 | 53.6 |
| 11 | 1,815 | 3,638 | 49.9 |
| 12 | 1,765 | 3,638 | 48.5 |
| Total | 11,668 | 25,292 | 46.1 |

| Ethnicity | At-Risk | Enrollment | Percent of Enrollment |
|---|---|---|---|
| American Indian | 34 | 72 | 47.2 |
| Asian | 216 | 582 | 37.1 |
| Black | 3,226 | 5,288 | 61.0 |
| Hispanic | 4,547 | 7,633 | 59.6 |
| Anglo | 3,645 | 11,717 | 31.1 |
| Total | 11,668 | 25,292 | 46.1 |

| Sex | At-Risk | Enrollment | Percent of Enrollment |
|---|---|---|---|
| Male | 6,517 | 12,843 | 50.7 |
| Female | 5,151 | 12,449 | 41.4 |
| Total | 11,668 | 25,292 | 46.1 |

Attachment III-4

## Frequency of At-Risk Students by Grade and School

| | GRADES | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | 7 | 8 | 9 | 10 | 11 | 12 | Total | Enrollment | % |
| Anderson | 0 | 0 | 141 | 128 | 135 | 126 | 530 | 1457 | 36.4 |
| Austin | 0 | 0 | 254 | 221 | 158 | 188 | 821 | 1,857 | 44.2 |
| Bowie | 0 | 0 | 222 | 179 | 201 | 159 | 761 | 1,904 | 40.0 |
| Crockett | 0 | 0 | 282 | 237 | 191 | 187 | 897 | 1,859 | 48.3 |
| Lanier | 0 | 1 | 273 | 201 | 168 | 163 | 806 | 1,535 | 52.5 |
| Johnson (LBJ) | 0 | 0 | 151 | 146 | 165 | 171 | 633 | 1,357 | 46.6 |
| Johnston | 0 | 0 | 405 | 293 | 197 | 145 | 1040 | 1,608 | 64.7 |
| McCallum | 0 | 0 | 226 | 128 | 151 | 155 | 660 | 1,407 | 46.9 |
| Reagan | 0 | 0 | 268 | 216 | 185 | 149 | 818 | 1,462 | 56.0 |
| Travis | 0 | 0 | 276 | 195 | 184 | 183 | 838 | 1,402 | 59.8 |
| Robbins | 1 | 46 | 94 | 39 | 10 | 21 | 211 | 246 | 85.8 |
| Rice | 62 | 69 | 72 | 22 | 5 | 3 | 233 | 152 | 153.3 |
| Evening School | 0 | 0 | 28 | 31 | 32 | 24 | 115 | 83 | 138.6 |
| Bedichek | 124 | 112 | - | - | - | - | 236 | 695 | 34.0 |
| Burnet | 146 | 107 | - | - | - | - | 253 | 651 | 38.9 |
| Covington | 105 | 100 | - | - | - | - | 205 | 815 | 25.2 |
| Dobie | 88 | 67 | - | - | - | - | 155 | 561 | 27.6 |
| Fulmore | 131 | 100 | - | - | - | - | 231 | 589 | 39.2 |
| Kealing | 121 | 107 | - | - | - | - | 228 | 707 | 32.2 |
| Lamar | 107 | 95 | - | - | - | - | 202 | 555 | 36.4 |
| Martin | 172 | 110 | - | - | - | - | 282 | 678 | 41.6 |
| Mendez | 168 | 118 | - | - | - | - | 286 | 723 | 39.6 |
| Murchison | 137 | 90 | - | - | - | - | 227 | 676 | 33.6 |
| O. Henry | 110 | 107 | - | - | - | - | 217 | 485 | 44.7 |
| Pearce | 138 | 106 | - | - | - | - | 244 | 609 | 40.1 |
| Porter | 153 | 104 | - | - | - | - | 257 | 732 | 35.1 |
| Austin State H. | 0 | 2 | 4 | 2 | 1 | 3 | 12 | 45 | 26.7 |
| Dev. Center | 0 | 0 | 0 | 0 | 0 | 15 | 15 | 65 | 23.1 |
| D.A.C. | 12 | 12 | 15 | 13 | 4 | 3 | 59 | 78 | 75.6 |
| Homebound | 1 | 1 | 2 | 5 | 3 | 1 | 13 | 18 | 72.2 |
| Marbridge | 0 | 0 | 0 | 0 | 12 | 5 | 17 | 18 | 94.4 |
| Mary Lee | 0 | 0 | 2 | 1 | 2 | 0 | 5 | 36 | 13.9 |
| Clifton | 0 | 0 | 4 | 5 | 5 | 54 | 68 | 96 | 70.8 |
| Teenage Parent | 5 | 12 | 37 | 19 | 6 | 10 | 89 | 108 | 82.4 |
| Shoal Creek | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 17 | 17.6 |
| Settlement Club | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 33.3 |
| Total | 1,782 | 1,466 | 2,759 | 2,081 | 1,815 | 1,765 | 11,668 | 25,292 | 46.1 |
| Enrollment by Grade | 4,448 | 4,286 | 5,544 | 3,884 | 3,638 | 3,638 | | | |

Attachment III-5

## Dropouts As a Function of At-Risk Status, School-Year Dropouts, 1987-88 and 1988-89

| Risk Category | At-Risk Students 1987-88 | At-Risk Students 1988-89 | Dropouts 1987-88* | Dropouts 1988-89** | Dropouts as % of Risk Category 1987-88 | Dropouts as % of Risk Category 1988-89 |
|---|---|---|---|---|---|---|
| 1 | 1,113 | 941 | 426 | 361 | 38.27 | 38.36 |
| 2 | 662 | 555 | 43 | 45 | 6.50 | 8.11 |
| 3 | 321 | 214 | 17 | 15 | 5.29 | 7.01 |
| 4 | 726 | 1,182 | 64 | 41 | 8.82 | 3.47 |
| 5 | 229 | 301 | 10 | 16 | 4.37 | 5.32 |
| 6 | 374 | 336 | 21 | 31 | 5.61 | 9.23 |
| 7 | 18 | 16 | 1 | 2 | 5.56 | 12.50 |
| 8 | 632 | 523 | 23 | 21 | 3.64 | 4.02 |
| 9 | 1,246 | 1,258 | 41 | 48 | 3.30 | 3.82 |
| 10 | 215 | 180 | 72 | 60 | 33.48 | 33.33 |
| 11 | 163 | 296 | 37 | 48 | 22.70 | 16.22 |
| 12 | 377 | 369 | 183 | 167 | 48.54 | 45.26 |
| 13 | 189 | 366 | 13 | 11 | 6.88 | 3.01 |
| 14 | 2,054 | 2,033 | 130 | 156 | 6.33 | 7.67 |
| 15 | 354 | 442 | 19 | 18 | 5.37 | 4.07 |
| 16 | 64 | 84 | 6 | 4 | 9.98 | 4.76 |
| 17 | 410 | 355 | 123 | 125 | 30.00 | 35.21 |
| 18 | 92 | 164 | 14 | 34 | 15.22 | 20.73 |
| 19 | 140 | 212 | 14 | 23 | 10.00 | 10.85 |
| 20 | 418 | 234 | 34 | 20 | 8.13 | 8.55 |
| 21 | 1,074 | 986 | 66 | 79 | 6.15 | 8.01 |
| 22 | 459 | 621 | 14 | 13 | 3.05 | 2.09 |
| Total | | 11,668 | | 1,338 | | |

* Total dropout = 2,374; therefore, 42.2% not identified as at risk.

** Total dropout = 2,172; therefore, 38.4% not identified as at risk.

Attachment III-6

## Dropouts by Grade, by Percent of At-Risk Category, Students Enrolled 1987-88 and 1988-89, School-Year Dropouts

| Grade | Cateogry | | Dropout/Risk | | Percent | |
|---|---|---|---|---|---|---|
| | 87-88 | 88-89 | 87-88 | 88-89 | 87-88 | 88-89 |
| 7 | 12 | 12 | 26/43 | 18/77 | 60.5 | 23.4 |
| | 17 | 1 | 22/45 | 20/23 | 48.9 | 16.3 |
| | 1 | 17 | 29/78 | 9/61 | 37.2 | 14.8 |
| 8 | 1 | 12 | 49/144 | 30/69 | 34.0 | 43.5 |
| | 12 | 1 | 15/60 | 31/108 | 25.0 | 28.7 |
| | 17 | 17 | 13/70 | 12/56 | 18.6 | 21.4 |
| 9 | 12 | 12 | 88/179 | 75/142 | 49.2 | 52.8 |
| | 1 | 1 | 183/383 | 175/339 | 47.8 | 51.6 |
| | 17 | 17 | 44/155 | 60/137 | 29.1 | 43.8 |
| 10 | 12 | 12 | 40/70 | 29/155 | 57.1 | 52.7 |
| | 1 | 1 | 90/195 | 75/145 | 46.2 | 51.7 |
| | 17 | 17 | 39/80 | 27/61 | 36.3 | 44.3 |
| 11 | 12 | 12 | 40/70 | 29/155 | 57.1 | 52.7 |
| | 10 | 17 | 16/21 | 14/25 | 51.6 | 56.0 |
| | 1 | 6 | 60/131 | 13/26 | 45.8 | 50.0 |
| | 17 | 7 | 13/33 | 1/2 | 39.4 | 50.0 |
| 12 | 12 | 10 | 3/3 | 4/10 | 100.0 | 40.0 |
| | 10 | 18 | 6/13 | 3/12 | 46.2 | 25.9 |
| | 21 | 17 | 2/6 | 3/15 | 33.0 | 20.0 |
| | 17 | 1 | 2/9 | 21/133 | 22.2 | 15.8 |

Attachment III-7

### Categorical Source of Dropouts - Three Highest by Grade, Students Enrolled 1987-88, School-Year Dropouts

| Grade | Category | | No. | Percent |
|---|---|---|---|---|
| 7 | 1 | Age | 29 | 21.97 |
| | 12 | Age & TEAMS | 26 | 19.70 |
| 132 | 17 | Age & Ach & TEAMS | 22 | 16.67 |
| 8 | 1 | Age | 49 | 37.40 |
| | 12 | Age & TEAMS | 15 | 11.45 |
| 131 | 17 | Age & Ach & TEAMS | 13 | 9.92 |
| Tie | 21 | TEAMS > 1 | 13 | 9.92 |
| 9 | 1 | Age | 183 | 33.39 |
| | 12 | Age & TEAMS | 88 | 16.06 |
| 548 | 14 | Ach & TEAMS | 51 | 9.31 |
| 10 | 1 | Age | 90 | 29.80 |
| | 12 | Age & TEAMS | 40 | 13.25 |
| 302 | 14 | Ach & TEAMS | 10 | 9.27 |
| 11 | 1 | Age | 60 | 31.75 |
| | 14 | Ach & TEAMS | 19 | 10.05 |
| 189 | 10 | Age & Ach | 16 | 8.47 |
| 12 | 1 | Age | 15 | 21.74 |
| | 20 | Read & Math | 12 | 17.34 |
| 69 | 4 | F's | 11 | 15.94 |
| Overall | 1 | Age | 426 | 31.10 |
| | 12 | Age & TEAMS | 183 | 13.30 |
| 1,371 | 14 | Ach & TEAMS | 130 | 9.50 |

## Categorical Source of Dropouts - Three Highest By Grade
## Students Enrolled 1988-89, School-Year Dropouts

| Grade | Category | | No. | Percent of Dropouts |
|---|---|---|---|---|
| 7 | 1 | Age | 20 | 22.22 |
| | 12 | Age & TEAMS | 18 | 20.00 |
| N=90 | 14 | Ach & TEAMS | 12 | 13.33 |
| Tie | 21 | TEAMS >1 | | |
| 8 | 1 | Age | 31 | 26.27 |
| | 12 | Age & TEAMS | 30 | 25.42 |
| N=118 | 17 | Age & Ach & TEAMS | 12 | 10.17 |
| Tie | 14 | Ach & TEAMS | 12 | 10.17 |
| 9 | 1 | Age | 175 | 31.19 |
| | 12 | Age & TEAMS | 75 | 13.37 |
| | 14 | Ach & TEAMS | 60 | 10.70 |
| N=561 Tie | 17 | Age & Ach & TEAMS | 60 | 10.70 |
| 10 | 1 | Age | 75 | 27.27 |
| | 14 | Ach & TEAMS | 44 | 16.00 |
| N=275 | 12 | Age & TEAMS | 29 | 10.55 |
| 11 | 1 | Age | 39 | 19.50 |
| | 14 | Ach & TEAMS | 28 | 14.00 |
| | 12 | Age & TEAMS | 14 | 7.00 |
| N=200 | 17 | Age & Ach & Teams | 14 | 7.00 |
| 12 | 1 | Age | 21 | 22.34 |
| | 14 | Ach & Teams | 12 | 12.77 |
| N=94 | 4 | F's | 13 | 13.83 |
| Overall | 1 | Age | 361 | 26.88 |
| | 12 | Age & TEAMS | 167 | 12.48 |
| N=1,338 | 14 | Ach & TEAMS | 156 | 11.66 |

**AUSTIN INDEPENDENT SCHOOL DISTRICT**

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

**DISTRICTWIDE SURVEY OF STUDENTS, GRADES 9-12 1988-89**

DROPOUT/RELATED ITEMS

RESPONSES

| ITEMS | GROUPS | | A | B | C | D | E | F | G | H | I | J | TOT | ITEM CHOICES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. MY EDUCATIONAL PLANS ARE: | DROPOUTS | # | 14 | 62 | 55 | 51 | 128 | 0 | 0 | 0 | 0 | 0 | 310 | A. TO DROP OUT OF HIGH SCHOOL BEFORE GRADUATION<br>B. TO END SCHOOLING AFTER HIGH SCHOOL.<br>C. TO GO TO A VOCATIONAL SCHOOL.<br>D. TO GO TO A COMMUNITY COLLEGE.<br>E. TO GO TO A FOUR-YEAR COLLEGE OR UNIVERSITY |
| | | % | 4.5 | 20.0 | 17.7 | 16.5 | 41.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 54 | 651 | 491 | 970 | 6336 | 0 | 0 | 0 | 0 | 0 | 8502 | |
| | | % | 0.6 | 7.7 | 5.8 | 11.4 | 74.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 50 | 532 | 394 | 727 | 2480 | 0 | 0 | 0 | 0 | 0 | 4183 | |
| | | % | 1.2 | 12.7 | 9.4 | 17.4 | 59.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 18 | 181 | 152 | 294 | 3984 | 0 | 0 | 0 | 0 | 0 | 4629 | |
| | | % | 0.4 | 3.9 | 3.3 | 6.4 | 86.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 68 | 713 | 546 | 1021 | 6464 | 0 | 0 | 0 | 0 | 0 | 8812 | |
| | | % | 0.8 | 8.1 | 6.2 | 11.6 | 73.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 2. IT IS EASY TO LEARN AT MY SCHOOL. | DROPOUTS | # | 2 | 13 | 23 | 7 | 11 | 0 | 0 | 0 | 0 | 0 | 56 | A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGREE |
| | | % | 3.6 | 23.2 | 41.1 | 12.5 | 19.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 206 | 756 | 589 | 157 | 39 | 0 | 0 | 0 | 0 | 0 | 1747 | |
| | | % | 11.8 | 43.3 | 33.7 | 9.0 | 2.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 100 | 314 | 290 | 72 | 31 | 0 | 0 | 0 | 0 | 0 | 807 | |
| | | % | 12.4 | 38.9 | 35.9 | 8.9 | 3.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 108 | 455 | 322 | 92 | 19 | 0 | 0 | 0 | 0 | 0 | 996 | |
| | | % | 10.8 | 45.7 | 32.3 | 9.2 | 1.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 208 | 769 | 612 | 164 | 50 | 0 | 0 | 0 | 0 | 0 | 1803 | |
| | | % | 11.5 | 42.7 | 33.9 | 9.1 | 2.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 3. I FEEL I AM LEARNING IN MY CLASSES THE THINGS THAT I NEED TO KNOW TO PREPARE ME FOR THE FUTURE. | DROPOUTS | # | 12 | 29 | 22 | 8 | 4 | 0 | 0 | 0 | 0 | 0 | 75 | A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGREE |
| | | % | 16.0 | 38.7 | 29.3 | 10.7 | 5.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 419 | 1081 | 740 | 207 | 79 | 0 | 0 | 0 | 0 | 0 | 2526 | |
| | | % | 16.6 | 42.8 | 29.3 | 8.2 | 3.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 234 | 493 | 370 | 92 | 43 | 0 | 0 | 0 | 0 | 0 | 1232 | |
| | | % | 19.0 | 40.0 | 30.0 | 7.5 | 3.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 197 | 617 | 392 | 123 | 40 | 0 | 0 | 0 | 0 | 0 | 1369 | |
| | | % | 14.4 | 45.1 | 28.6 | 9.0 | 2.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 431 | 1110 | 762 | 215 | 83 | 0 | 0 | 0 | 0 | 0 | 2601 | |
| | | % | 16.6 | 42.7 | 29.3 | 8.3 | 3.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 4. THIS SCHOOL MAKES STUDENTS ENTHUSIASTIC ABOUT LEARNING. | DROPOUTS | # | 7 | 20 | 19 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 55 | A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGREE |
| | | % | 12.7 | 36.4 | 34.5 | 9.1 | 7.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 136 | 508 | 807 | 201 | 95 | 0 | 0 | 0 | 0 | 0 | 1747 | |
| | | % | 7.8 | 29.1 | 46.2 | 11.5 | 5.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 76 | 229 | 381 | 94 | 49 | 0 | 0 | 0 | 0 | 0 | 829 | |
| | | % | 9.2 | 27.6 | 46.0 | 11.3 | 5.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 67 | 299 | 445 | 112 | 50 | 0 | 0 | 0 | 0 | 0 | 973 | |
| | | % | 6.9 | 30.7 | 45.7 | 11.5 | 5.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 143 | 528 | 826 | 206 | 99 | 0 | 0 | 0 | 0 | 0 | 1802 | |
| | | % | 7.9 | 29.3 | 45.8 | 11.4 | 5.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 5. I ENJOY COMING TO THIS SCHOOL. | DROPOUTS | # | 12 | 20 | 18 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 59 | A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGREE |
| | | % | 20.3 | 33.9 | 30.5 | 8.5 | 6.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 370 | 718 | 501 | 89 | 81 | 0 | 0 | 0 | 0 | 0 | 1759 | |
| | | % | 21.0 | 40.8 | 28.5 | 5.1 | 4.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 179 | 313 | 251 | 42 | 47 | 0 | 0 | 0 | 0 | 0 | 832 | |
| | | % | 21.5 | 37.6 | 30.2 | 5.0 | 5.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 203 | 425 | 268 | 52 | 38 | 0 | 0 | 0 | 0 | 0 | 986 | |
| | | % | 20.6 | 43.1 | 27.2 | 5.3 | 3.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 382 | 738 | 519 | 94 | 85 | 0 | 0 | 0 | 0 | 0 | 1818 | |
| | | % | 21.0 | 40.6 | 28.5 | 5.2 | 4.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 6. TEACHERS AT THIS SCHOOL REALLY BELIEVE THAT I CAN ACHIEVE ACADEMICALLY. | DROPOUTS | # | 15 | 31 | 22 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 74 | A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGR |
| | | % | 20.3 | 41.9 | 29.7 | 4.1 | 4.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 526 | 951 | 467 | 70 | 26 | 0 | 0 | 0 | 0 | 0 | 2040 | |
| | | % | 25.8 | 46.6 | 22.9 | 3.4 | 1.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 249 | 508 | 264 | 46 | 19 | 0 | 0 | 0 | 0 | 0 | 1076 | |
| | | % | 23.1 | 47.2 | 23.6 | 4.3 | 1.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 292 | 474 | 235 | 27 | 10 | 0 | 0 | 0 | 0 | 0 | 1038 | |
| | | % | 28.1 | 45.7 | 22.6 | 2.6 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 541 | 982 | 489 | 73 | 29 | 0 | 0 | 0 | 0 | 0 | 2114 | |
| | | % | 25.6 | 46.5 | 23.1 | 3.5 | 1.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |

**AUSTIN INDEPENDENT SCHOOL DISTRICT**

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

**DISTRICTWIDE SURVEY OF STUDENTS, GRADES 9-12 1988-89**

DROPOUT/RELATED ITEMS

RESPONSES

| ITEMS | GROUPS | | A | B | C | D | E | F | G | H | I | J | TOT | ITEM CHOICES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7. DISCIPLINE IN THIS SCHOOL IS FAIR AND RELATED TO VIOLATIONS OF AGREED UPON RULES. | DROPOUTS | # | 7 | 18 | 29 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 66 | A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGREE |
| | | % | 10.6 | 27.3 | 43.9 | 13.6 | 4.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 185 | 614 | 687 | 161 | 93 | 0 | 0 | 0 | 0 | 0 | 1740 | |
| | | % | 10.6 | 35.3 | 39.5 | 9.3 | 5.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 92 | 252 | 352 | 84 | 63 | 0 | 0 | 0 | 0 | 0 | 843 | |
| | | % | 10.9 | 29.9 | 41.8 | 10.0 | 7.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 100 | 380 | 364 | 86 | 33 | 0 | 0 | 0 | 0 | 0 | 963 | |
| | | % | 10.4 | 39.5 | 37.8 | 8.9 | 3.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 192 | 632 | 716 | 170 | 96 | 0 | 0 | 0 | 0 | 0 | 1806 | |
| | | % | 10.6 | 35.0 | 39.6 | 9.4 | 5.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 8. IN WHICH OF THE FOLLOWING ACTIVITIES DO YOU PARTICIPATE AT SCHOOL? (CHOOSE ALL THAT APPLY) | DROPOUTS | # | 0 | 2 | 0 | 1 | 1 | 1 | 0 | 0 | 4 | 14 | 23 | A. SPEECH OR DEBATE<br>B. DRAMA<br>C. MUSIC<br>D. DANCE<br>E. HOBBY CLUBS (E.G., CHESS CLUB)<br>F. SCHOOL CLUBS (E.G., MATH CLUB)<br>G. STUDENT COUNCIL<br>H. HONOR SOCIETY<br>I. OTHER: ______<br>J. NONE |
| | | % | 0.0 | 8.7 | 0.0 | 4.3 | 4.3 | 4.3 | 0.0 | 0.0 | 17.4 | 60.9 | | |
| | STAY-INS | # | 25 | 73 | 92 | 87 | 28 | 113 | 51 | 35 | 257 | 307 | 1068 | |
| | | % | 2.3 | 6.8 | 8.6 | 8.1 | 2.6 | 10.6 | 4.8 | 3.3 | 24.1 | 28.7 | | |
| | AT RISK | # | 10 | 22 | 30 | 27 | 9 | 33 | 10 | 4 | 126 | 199 | 470 | |
| | | % | 2.1 | 4.7 | 6.4 | 5.7 | 1.9 | 7.0 | 2.1 | 0.9 | 26.8 | 42.3 | | |
| | NOT AT RISK | # | 15 | 53 | 62 | 61 | 20 | 81 | 41 | 31 | 135 | 122 | 621 | |
| | | % | 2.4 | 8.5 | 10.0 | 9.8 | 3.2 | 13.0 | 6.6 | 5.0 | 21.7 | 19.6 | | |
| | TOTAL | # | 25 | 75 | 92 | 88 | 29 | 114 | 51 | 35 | 261 | 321 | 1091 | |
| | | % | 2.3 | 6.9 | 8.4 | 8.1 | 2.7 | 10.4 | 4.7 | 3.2 | 23.9 | 29.4 | | |
| 9. IN WHICH OF THE FOLLOWING ACTIVITIES DO YOU PARTICIPATE OUTSIDE SCHOOL. (CHOOSE ALL THAT APPLY) | DROPOUTS | # | 10 | 5 | 2 | 4 | 1 | 0 | 2 | 0 | 6 | 8 | 38 | A. SPORTS<br>B. DANCE<br>C. DRAMA<br>D. ART<br>E. SCOUTS<br>F. BOYS/GIRLS CLUB<br>G. CHURCH YOUTH GROUP<br>H. OTHER CLUBS<br>I. OTHER: ______<br>J. NONE |
| | | % | 26.3 | 13.2 | 5.3 | 10.5 | 2.6 | 0.0 | 5.3 | 0.0 | 15.8 | 21.1 | | |
| | STAY-INS | # | 335 | 107 | 43 | 54 | 24 | 8 | 202 | 82 | 146 | 174 | 1175 | |
| | | % | 28.5 | 9.1 | 3.7 | 4.6 | 2.0 | 0.7 | 17.2 | 7.0 | 12.4 | 14.8 | | |
| | AT RISK | # | 143 | 49 | 7 | 32 | 12 | 1 | 64 | 17 | 55 | 94 | 474 | |
| | | % | 30.2 | 10.3 | 1.5 | 6.8 | 2.5 | 0.2 | 13.5 | 3.6 | 11.6 | 19.8 | | |
| | NOT AT RISK | # | 202 | 63 | 38 | 26 | 13 | 7 | 140 | 65 | 97 | 88 | 739 | |
| | | % | 27.3 | 8.5 | 5.1 | 3.5 | 1.8 | 0.9 | 18.9 | 8.8 | 13.1 | 11.9 | | |
| | TOTAL | # | 345 | 112 | 45 | 58 | 25 | 8 | 204 | 82 | 152 | 182 | 1213 | |
| | | % | 28.4 | 9.2 | 3.7 | 4.8 | 2.1 | 0.7 | 16.8 | 6.8 | 12.5 | 15.0 | | |
| 10. FINISHING HIGH SCHOOL IS NECESSARY TO BE SUCCESSFUL IN LIFE. | DROPOUTS | # | 18 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 | A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGREE |
| | | % | 75.0 | 20.8 | 4.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 654 | 130 | 29 | 9 | 8 | 0 | 0 | 0 | 0 | 0 | 830 | |
| | | % | 78.8 | 15.7 | 3.5 | 1.1 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 292 | 66 | 15 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 379 | |
| | | % | 77.0 | 17.4 | 4.0 | 0.8 | 0.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 380 | 69 | 15 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 475 | |
| | | % | 80.0 | 14.5 | 3.2 | 1.3 | 1.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 672 | 135 | 30 | 9 | 8 | 0 | 0 | 0 | 0 | 0 | 854 | |
| | | % | 78.7 | 15.8 | 3.5 | 1.1 | 0.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 11. I TALK TO MY MOTHER OR FATHER ABOUT WHAT HAPPENS AT SCHOOL. | DROPOUTS | # | 6 | 22 | 11 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | A. NEVER<br>B. SOMETIMES<br>C. OFTEN<br>D. VERY OFTEN |
| | | % | 13.3 | 48.9 | 24.4 | 13.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 73 | 556 | 241 | 163 | 0 | 0 | 0 | 0 | 0 | 0 | 1033 | |
| | | % | 7.1 | 53.8 | 23.3 | 15.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 51 | 297 | 113 | 83 | 0 | 0 | 0 | 0 | 0 | 0 | 544 | |
| | | % | 9.4 | 54.6 | 20.8 | 15.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 28 | 281 | 139 | 86 | 0 | 0 | 0 | 0 | 0 | 0 | 534 | |
| | | % | 5.2 | 52.6 | 26.0 | 16.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 79 | 578 | 252 | 169 | 0 | 0 | 0 | 0 | 0 | 0 | 1078 | |
| | | % | 7.3 | 53.6 | 23.4 | 15.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 12. HOW MUCH ARE YOUR PARENTS (OR GUARDIANS) INVOLVED IN YOUR HIGH SCHOOL EDUCATION? | DROPOUTS | # | 19 | 10 | 6 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | A. VERY INVOLVED<br>B. SOMEWHAT INVOLVED<br>C. SLIGHTLY INVOLVE<br>D. NOT AT ALL INVOL |
| | | % | 42.2 | 22.2 | 13.3 | 22.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 463 | 325 | 172 | 76 | 0 | 0 | 0 | 0 | 0 | 0 | 1036 | |
| | | % | 44.7 | 31.4 | 16.6 | 7.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 249 | 164 | 89 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 562 | |
| | | % | 44.3 | 29.2 | 15.8 | 10.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 233 | 171 | 89 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 519 | |
| | | % | 44.9 | 32.9 | 17.1 | 5.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 482 | 335 | 178 | 86 | 0 | 0 | 0 | 0 | 0 | 0 | 1081 | |
| | | % | 44.6 | 31.0 | 16.5 | 8.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |

Attachment III-9
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## AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

## DISTRICTWIDE SURVEY OF STUDENTS, GRADES 9-12 1988-89

DROPOUT/RELATED ITEMS

RESPONSES

| ITEMS | GROUPS | | A | B | C | D | E | F | G | H | I | J | TOT | ITEM CHOICES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 13. WHICH IS MORE IMPORTANT? | DROPOUTS | # | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | A. DOING MY SCHOOLWORK<br>B. HELPING MY FAMILY |
| | | % | 40.0 | 60.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 230 | 298 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 528 | |
| | | % | 43.6 | 56.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 109 | 149 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 258 | |
| | | % | 42.2 | 57.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 125 | 155 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 280 | |
| | | % | 44.6 | 55.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 234 | 304 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 538 | |
| | | % | 43.5 | 56.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 14. WHICH IS MORE IMPORTANT? | DROPOUTS | # | 15 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | A. DOING MY SCHOOLWORK<br>B. MAKING MONEY NOW |
| | | % | 68.2 | 31.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 627 | 82 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 709 | |
| | | % | 88.4 | 11.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 354 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 411 | |
| | | % | 86.1 | 13.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 288 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 320 | |
| | | % | 90.0 | 10.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 642 | 89 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 731 | |
| | | % | 87.8 | 12.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 15. WHICH IS MORE IMPORTANT? | DROPOUTS | # | 19 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | A. DOING MY SCHOOLWORK<br>B. SPENDING TIME WITH MY FRIENDS |
| | | % | 76.0 | 24.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 620 | 92 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 712 | |
| | | % | 87.1 | 12.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 370 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 414 | |
| | | % | 89.4 | 10.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 269 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 323 | |
| | | % | 83.3 | 16.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 639 | 98 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 737 | |
| | | % | 86.7 | 13.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 16. WHICH IS MORE IMPORTANT? | DROPOUTS | # | 20 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | A. DOING MY SCHOOLWORK<br>B. STARTING A FAMILY |
| | | % | 87.0 | 13.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 694 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 712 | |
| | | % | 97.5 | 2.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 401 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 413 | |
| | | % | 97.1 | 2.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 313 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 322 | |
| | | % | 97.2 | 2.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 714 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 735 | |
| | | % | 97.1 | 2.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 17. HOW IMPORTANT IS IT TO YOUR PARENTS (OR GUARDIANS) THAT YOU WORK HARD AT YOUR SCHOOLWORK? | DROPOUTS | # | 28 | 7 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 39 | A. VERY IMPORTANT<br>B. SOMEWHAT IMPORTANT<br>C. SLIGHTLY IMPORTANT<br>D. NOT AT ALL IMPORTANT |
| | | % | 71.8 | 17.9 | 5.1 | 5.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 797 | 117 | 15 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 938 | |
| | | % | 85.0 | 12.5 | 1.6 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 421 | 70 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 507 | |
| | | % | 83.0 | 13.8 | 2.0 | 1.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 404 | 54 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 470 | |
| | | % | 86.0 | 11.5 | 1.5 | 1.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 825 | 124 | 17 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 977 | |
| | | % | 84.4 | 12.7 | 1.7 | 1.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 18. HOW HARD DO YOUR TRY TO GET GOOD GRADES IN YOUR CLASSES. | DROPOUTS | # | 8 | 8 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | A. VERY HARD<br>B. SOMEWHAT HARD<br>C. SLIGHTLY HARD<br>D. NOT AT ALL HARD |
| | | % | 36.4 | 36.4 | 9.1 | 18.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 305 | 386 | 125 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 842 | |
| | | % | 36.2 | 45.8 | 14.8 | 3.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 135 | 172 | 59 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 380 | |
| | | % | 35.5 | 45.3 | 15.5 | 3.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 178 | 222 | 68 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 484 | |
| | | % | 36.8 | 45.9 | 14.0 | 3.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 313 | 394 | 127 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 864 | |
| | | % | 36.2 | 45.6 | 14.7 | 3.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |

Attachment III-9
(Page 3 of 5)

RESPONSES

| ITEMS | GROUPS | | A | B | C | D | E | F | G | H | I | J | TOT | ITEM CHOICES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 19. MY BEST FRIENDS ARE INTERESTED IN SCHOOL. | DROPOUTS | # | 17 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | A. YES<br>B. NO |
| | | % | 68.0 | 32.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 587 | 117 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 704 | |
| | | % | 83.4 | 16.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 310 | 81 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 391 | |
| | | % | 79.3 | 20.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 294 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 338 | |
| | | % | 87.0 | 13.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 604 | 125 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 729 | |
| | | % | 82.9 | 17.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 20. MY BEST FRIENDS ATTEND CLASSES REGULARLY. | DROPOUTS | # | 8 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | A. YES<br>B. NO |
| | | % | 72.7 | 27.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 492 | 61 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 553 | |
| | | % | 89.0 | 11.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 211 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 253 | |
| | | % | 83.4 | 16.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 289 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 311 | |
| | | % | 92.9 | 7.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 500 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 564 | |
| | | % | 88.7 | 11.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 21. MY BEST FRIENDS PLAN TO GRADUATE FROM HIGH SCHOOL. | DROPOUTS | # | 10 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | A. YES<br>B. NO |
| | | % | 90.9 | 9.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 526 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 553 | |
| | | % | 95.1 | 4.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 233 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 252 | |
| | | % | 92.5 | 7.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 303 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 312 | |
| | | % | 97.1 | 2.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 536 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 564 | |
| | | % | 95.0 | 5.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 22. MY BEST FRIENDS PLAN TO GO TO COLLEGE. | DROPOUTS | # | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | A. YES<br>B. NO |
| | | % | 60.0 | 40.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 469 | 81 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 550 | |
| | | % | 85.3 | 14.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 189 | 61 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 250 | |
| | | % | 75.6 | 24.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 286 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 310 | |
| | | % | 92.3 | 7.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 475 | 85 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 560 | |
| | | % | 84.8 | 15.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 23. HOW OFTEN DO YOU FEEL SO CONFUSED ABOUT WHAT'S GOING ON IN YOUR CLASSES THAT YOU DON'T SEE ANY REASON TO TRY? | DROPOUTS | # | 2 | 3 | 7 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 24 | A. ALWAYS<br>B. USUALLY<br>C. FAIRLY OFTEN<br>D. SELDOM<br>E. NEVER |
| | | % | 8.3 | 12.5 | 29.2 | 37.5 | 12.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 24 | 63 | 136 | 439 | 157 | 0 | 0 | 0 | 0 | 0 | 819 | |
| | | % | 2.9 | 7.7 | 16.6 | 53.6 | 19.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 15 | 37 | 80 | 199 | 64 | 0 | 0 | 0 | 0 | 0 | 395 | |
| | | % | 3.8 | 9.4 | 20.3 | 50.4 | 16.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 11 | 29 | 63 | 249 | 96 | 0 | 0 | 0 | 0 | 0 | 448 | |
| | | % | 2.5 | 6.5 | 14.1 | 55.6 | 21.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 26 | 66 | 143 | 448 | 160 | 0 | 0 | 0 | 0 | 0 | 843 | |
| | | % | 3.1 | 7.8 | 17.0 | 53.1 | 19.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 24. THE THINGS I LIKE BEST ABOUT SCHOOL ARE: (CHOOSE ALL THAT APPLY) | DROPOUTS | # | 12 | 5 | 14 | 4 | 7 | 8 | 0 | 0 | 0 | 0 | 50 | A. WHAT I AM LEARNING IN MY CLASSES<br>B. SPECIAL SCHOOL EVENTS, E.G., ASSEMBLIES, PEP RALLIES<br>C. GETTING TO SEE MY FRIENDS/BOYFRIEND/ GIRLFRIEND<br>D. MY TEACHERS<br>E. GETTING AWAY FROM HOME<br>F. OTHER: ________________ |
| | | % | 24.0 | 10.0 | 28.0 | 8.0 | 14.0 | 16.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | STAY-INS | # | 427 | 291 | 424 | 119 | 126 | 105 | 0 | 0 | 0 | 0 | 1492 | |
| | | % | 28.6 | 19.5 | 28.4 | 8.0 | 8.4 | 7.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 183 | 113 | 167 | 54 | 57 | 57 | 0 | 0 | 0 | 0 | 631 | |
| | | % | 29.0 | 17.9 | 26.5 | 8.6 | 9.0 | 9.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 256 | 183 | 271 | 69 | 76 | 56 | 0 | 0 | 0 | 0 | 911 | |
| | | % | 28.1 | 20.1 | 29.7 | 7.6 | 8.3 | 6.1 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 439 | 296 | 438 | 123 | 133 | 113 | 0 | 0 | 0 | 0 | 1542 | |
| | | % | 28.5 | 19.2 | 28.4 | 8.0 | 8.6 | 7.3 | 0.0 | 0.0 | 0.0 | 0.0 | | |

## AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

## DISTRICTWIDE SURVEY OF STUDENTS, GRADES 9-12 1988-89

DROPOUT/RELATED ITEMS

RESPONSES

| ITEMS | GROUPS | | A | B | C | D | E | F | G | H | I | J | TOT | ITEM CHOICES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 25. DO YOU HAVE A QUIET PLACE IN YOUR HOME TO STUDY OR DO YOUR HOMEWORK? | DROPOUTS | # | 23 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | |
| | | % | 88.5 | 11.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | A. YES<br>B. NO |
| | STAY-INS | # | 790 | 117 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 907 | |
| | | % | 87.1 | 12.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | AT RISK | # | 396 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 453 | |
| | | % | 87.4 | 12.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 417 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 480 | |
| | | % | 86.9 | 13.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 813 | 120 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 933 | |
| | | % | 87.1 | 12.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| 26. WHERE DO YOU USUALLY STUDY? (CHOOSE ALL THAT APPLY) | DROPOUTS | # | 18 | 1 | 8 | 8 | 4 | 6 | 0 | 0 | 0 | 0 | 45 | |
| | | % | 40.0 | 2.2 | 17.8 | 17.8 | 8.9 | 13.3 | 0.0 | 0.0 | 0.0 | 0.0 | | A. AT HOME<br>D. AT SCHOOL |
| | STAY-INS | # | 667 | 116 | 173 | 315 | 47 | 45 | 0 | 0 | 0 | 0 | 1363 | B. AT A FRIEND'S<br>E. ELSEWHERE: ________ |
| | | % | 48.9 | 8.5 | 12.7 | 23.1 | 3.4 | 3.3 | 0.0 | 0.0 | 0.0 | 0.0 | | C. AT THE LIBRARY<br>F. I DON'T STUDY |
| | AT RISK | # | 314 | 39 | 83 | 141 | 26 | 33 | 0 | 0 | 0 | 0 | 636 | |
| | | % | 49.4 | 6.1 | 13.1 | 22.2 | 4.1 | 5.2 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | NOT AT RISK | # | 371 | 78 | 98 | 182 | 25 | 18 | 0 | 0 | 0 | 0 | 772 | |
| | | % | 48.1 | 10.1 | 12.7 | 23.6 | 3.2 | 2.3 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| | TOTAL | # | 685 | 117 | 181 | 323 | 51 | 51 | 0 | 0 | 0 | 0 | 1408 | |
| | | % | 48.7 | 8.3 | 12.9 | 22.9 | 3.6 | 3.6 | 0.0 | 0.0 | 0.0 | 0.0 | | |

## List of Independent Predictor Variables Used in Discriminant Function Analyses

### Main Variables (32)

1. Age
2. Low income, free meal
3. Low income, reduced-price meal
4. Low income, sibling
5. Not low income
6. Ethnicity, American Indian
7. Ethnicity, Asian
8. Ethnicity, Black
9. Ethnicity, Hispanic
10. Ethnicity, White
11. Sex
12. 1982-83 discipline incidents
13. 1983-84 TABS Math raw score
14. 1983-84 TABS Math mastery
15. 1983-84 TABS Reading raw score
16. 1983-84 TABS Reading mastery
17. 1983-84 TABS Writing raw score
18. 1983-84 TABS Writing mastery
19. New to District in 1983-84
20. 1982-83 ITBS Reading Total grade equivalent (GE) score
21. 1982-83 ITBS Math Total GE
22. 1982-83 ITBS Language Total GE
23. 1982-83 ITBS Work-Study Skills Total GE
24. 1982-83 ITBS Total Battery GE
25. Special education status
26. Special education contact hours per day
27. LEP status
28. Years in Chapter 1 (1979-80 through 1982-83)
29. Years in Chapter 1 Migrant (1979-80 through 1982-83)
30. Years in SCE (1979-80 through 1982-83)
31. Years LEP (1979-80 through 1982-83)
32. Years in special education (1979-80 through 1982-83)

### Interaction Variables (38)

33. Age by ITBS Work-Study Skills Total GE
34. Age by LEP status
35. Age by years LEP
36. Years LEP by Hispanic
37. Years LEP by Black
38. Years LEP by years in Chapter 1
39. Years LEP by years in SCE
40. 1983-84 TABS Math raw score by Hispanic

## List of Independent Predictor Variables (cont.)

41. 1983-84 TABS Math raw score by ITBS Work-Study Skills Total GE
42. 1983-84 TABS Math raw score by years in Chapter 1
43. 1983-84 TABS Reading raw score by ITBS Work-Study Skills Total GE
44. LEP status by Hispanic
45. Special education status by new to District in 1983-84
46. 1982-83 ITBS Work-Study Skills Total GE by 1982-83 discipline incidents
47. 1983-84 TABS Math raw score by not low income
48. 1983-84 TABS Math raw score by age
49. 1983-84 TABS Math raw score by 1982-83 discipline incidents
50. Age by new to District in 1983-84
51. Age by Hispanic
52. Hispanic by years in Chapter 1
53. White by not low income
54. White by low income (free)
55. White by 1982-83 discipline incidents
56. 1983-84 TABS Math raw score by White
57. 1982-83 ITBS Work Study Skills Total GE by not low income
58. 1982-83 ITBS Work-Study Skills Total GE by special education status
59. 1982-83 ITBS Work-Study Skills Total GE by years in Chapter 1
60. 1982-83 ITBS Work-Study Skills Total GE by LEP status
61. Years LEP by years in Chapter 1 Migrant
62. 1982-83 ITBS Work-Study Skills Total GE by ethnicity (Hispanic)
63. Ethnicity (White by years in Chapter 1
64. 1982-83 ITBS Work Study Skills Total GE by ethnicity (Hispanic)
65. Ethnicity (Hispanic) by years in Chapter 1 Migrant
66. New to District in 1983-84 by years in Chapter 1
67. Ethnicity (Black) by 1982-83 discipline incidents
68. 1983-84 TABS Math raw score by Black
69. New to District in 1983-84 by years LEP
70. 1983-84 TABS Math raw score by LEP status

## Part Four

## EFFECTIVENESS OF AISD DROPOUT PREVENTION PROGRAMS

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## EFFECTIVENESS OF AISD DROPOUT PREVENTION PROGRAMS

*************************************************************

This section of the report presents comparative information about various special programs which are subsumed under AISD's WINGS (see description below). Altogether, 14 special programs, including the federally funded dropout program Project GRAD, were examined using ORE's generic evaluation system (GENESYS). See description below. The programs, the grade levels they serve, and a short description of each are shown in Attachment IV-1.

### WHAT IS AISD'S DROPOUT PREVENTION STRATEGY?

AISD's total dropout prevention effort is called WINGS (With Intervention the Number of Graduates Soars). A recent (November, 1988) publication, WINGS: Dropout Prevention Programs in the Austin Independent School District, 1988-89, elaborates:

"We call our dropout prevention efforts the WINGS program because we believe it represents the sheltering of the many different programs and activities to give the student the 'wings' to the future implicit in a high school diploma."

WINGS currently embraces 50 programs, from the Academic Incentive Program (AIP) to the Zenith Diploma Program, which have a potential impact on dropout prevention or recovery. An alphabetic list of all the WINGS dropout prevention programs is provided in Attachment IV-2.

Although it is described as a program, WINGS is more accurately a rubric, under which many different District activities and special programs classed as "dropout prevention programs" have been placed. Although all of the programs have some arguable relationship to dropout prevention, with some programs the relationship seems tenuous, as in the case of the Science Academy of Austin, for example, or the AIM High Program, both of which are concerned with gifted students. Indeed, almost all of the WINGS programs originated for other reasons than dropout prevention, such as the Drug Abuse Resistance Education (DARE) program, and many were already ongoing when WINGS was created, such as the District's bilingual and special education programs. Some of the WINGS "programs" are not actually programs, as the passage quoted above acknowledges.

The intent of WINGS seems to be more in the direction of coordinating the District's many special programs with an eye toward assisting high-risk students, and at the administrative level, in the person of the District's Dropout Prevention Coordinator and other administrators, this coordination seems to be taking place informally.

However, formal coordination--such as the tracking of high-risk students from one program to another and from the elementary to the secondary level--is not evident. Efforts to report to high schools the at-risk eighth graders who are advancing into ninth grade are only now underway, for example. Nor is there a formal system for matching students with programs to help them. Again, this seems to be taking place informally at the administrative level, with one administrator calling another to ascertain if there is an opening in a program or to determine if a school transfer can be effected. Several WINGS intervention specialists reported that program options described to them did not really function the way they had been led to believe when they tried to make use of them.

Another aspect of coordination, identifying gaps in services to meet students' needs, does not seem to be a priority area in WINGS. One program which is well regarded by the WINGS specialists, the Zenith program, will be expanded to all high school campuses in the 1989-90 school year. However, the plan to let each principal dictate the structure and focus of the program on his or her campus seems haphazard from a coordination standpoint. Ten different programs could result, rather than a single program designed to meet the needs of a certain type of student. In addition, some of the specialists report that there is already resistance to the program on the grounds of additional administrative burden. Better coordination would seemed called for to facilitate a smooth implementation of Zenith.

Another need for WINGS, that of evaluating some of the many dropout prevention programs to determine if the District's resources are being utilized to the best advantage of its at-risk students, was partially met in the 1988-89 school year. A discussion of evaluation findings is presented below.

## HOW EFFECTIVE ARE AISD'S "DROPOUT PREVENTION" PROGRAMS?

### Criteria for Judging "Effectiveness"

In evaluating the effectiveness of dropout prevention programs, it is necessary first to address the question, "By what criteria would a dropout program be judged successful?" In other words, what indicators should be examined to determine if a program is having the desired impact? Even more simply, what would an impartial observer need to see to conclude that there is evidence that the program is working?

A review of the literature on the evaluation of programs for dropouts and at-risk students reveals a consistent set of outcome variables and concomitant evaluation techniques. The success of programs is repeatedly defined in terms of outcomes related to grade promotion and retention, GPA, grades awarded, attendance, behavior ratings or discipline actions, and the dropout rate itself.

Clearly, the essential and most fundamental criterion for success is graduation from high school, and a critical variable to be considered is dropout rate. Is the program lowering the dropout rate? If it is not, it would be difficult for anyone to conclude that the program is successful.

Secondarily, there are other variables, interim criteria, whose values could reasonably be expected to change if a dropout prevention program were having an effect. One such variable is attendance. The attendance of students who drop out is often poor. If a program is helping to prevent students from dropping out, the students' attendance ought to improve. Another secondary indicator is disciplinary involvement. Dropouts sometimes evidence a higher than normal involvement in incidents requiring formal disciplinary action. A dropout prevention program arguably would lessen the students' disciplinary involvement. Other indirect variables relate to achievement. A greater number of credits earned, fewer F's and no grades (NG's), and a higher GPA should result from a successful dropout prevention program. Finally, improvement in achievement as measured by standardized test scores would be evidence of a successful program.

## GENESYS

Each of these indicators was made part of ORE's generic evaluation system (GENESYS) developed during the 1988-89 school year. GENESYS is described in ORE's **GEN**eric **E**valuation **SYS**tem: GENESYS 1988-89, ORE Publication Number 88.40. The executive summary of this report states:

"GENESYS is a method of streamlining data collection and evaluation through use of computer technology. From year one in 1973, the Office of Research and Evaluation (ORE) has been challenged to evaluate a multitude of contrasting programs with limited resources. By standardizing methods and information provided, GENESYS makes it possible to evaluate a much larger number and variety of programs than would ordinarily be possible."

For these reasons, and in anticipation of the availability of the GENESYS technology, the decision was made to evaluate more than the three dropout prevention programs originally targeted in the application for a dropout program grant. This decision had certain consequences, as discussed below. Limitations and developmental challenges are also discussed in the GENESYS report.

## WHAT ARE THE LIMITATIONS OF THE GENESYS APPROACH TO EVALUATION?

The use of GENESYS in the evaluation of dropout prevention programs has both advantages and drawbacks. The advantages are:

- A large number of programs can be considered at one time. Individually tailored evaluations might result in more in-depth evaluation information, but they require considerable resources to conduct. The number of programs studied is therefore limited by this traditional approach.

- Because the same data are generated for each program (aside from the differences between elementary and secondary), comparisons across programs are possible that may not have been with tailored evaluations.

- A great deal of information, more in some cases than in many traditional evaluations, is generated quickly. GENESYS is therefore a powerful tool.

- GENESYS information is objective, numerical, and reproducible. Too often assessments about the alleged success of a program are subjective judgments on the part of staff who cannot be considered wholly unbiased. These judgments frequently take the form of positive assertions unsubstantiated by any numerical evidence. When there is numerical corroboration, it is often based on inaccessible or difficult-to-access project records which are not generally kept on a long-term basis. Because GENESYS information is based on centrally maintained District data files, which are kept from year to year, it is more open to inspection and verification.

The limitations are:

- GENESYS allows a "before, during, and after" look at a number of variables if service was provided in the fall, 1988, semester. However, at this time there is no "after" if service occurred during the spring, 1989, semester.

- The semester is the unit of comparison. If students are allowed to enroll in a program at any time during a semester, it is not possible at this time to look at separate student performance before and during program service within a semester.

- GENESYS is largely dependent on the accuracy of the information in central computer files. If attendance and grade reporting, for example, are not done properly by schools, the statistics produced by GENESYS will be influenced.

- At this time, there are a greater number of measures available for secondary programs. There is no official dropout measure for elementary. Also, grade reporting is not computerized for elementary students.

- GENESYS does not work as well with programs which served a small number of students. Statistics calculated on small numbers of students are less reliable than those based on larger numbers because small-group averages are more influenced by extreme values. ROSE predictions for groups with less than 20 students were simply not calculated.

- While the analysis is based on the entire group, some of the statistics reported may be based on smaller numbers of students. For example, the number of students entering the ROSE calculations depends on how many students were tested, among other criteria.

- GENESYS was designed to produce information about program outcomes. The "process" information so often a desirable part of evaluation is not addressed in this system.

- Even though GENESYS produces some information indicative of trends, it is not possible to judge the lasting effects of a program on the basis of a single examination. Follow-up will be required to determine if students benefit from a program on a long-term basis.

It is important not to fault GENESYS for being what it was designed to be: a powerful tool to enhance, but not substitute for, in-depth evaluation. Any evaluation which attempts to examine a large number of programs with different aims, eligibility criteria, and types of students served will encounter certain difficulties which are not lessened by GENESYS. (Interestingly, GENESYS may make the interpretational task more difficult because it produces so much information.) Some of the challenges to interpretation facing any evaluation, even GENESYS-aided, are:

- It is difficult to distinguish program effects from normally occurring changes, e.g., differences from semester to semester (seasonal trends) in attendance.

- There are some inherent differences between elementary and secondary education. Relatively few elementary students are disciplined, for example. Elementary attendance is also generally higher.

- It is difficult to decide how much change is meaningful. In the absence of a statistical decision rule, the evaluator or any other observer has to make considered judgments about whether an apparent effect is "real."

In sum, GENESYS should not be considered the last word, but rather, it should be a spur to continued evaluation by highlighting likely indicators of program success.

A summary of findings from GENESYS is given on the next page, followed by a more detailed discussion of each indicator. Attachments IV-3, IV-4, and IV-5 contain a comparison across high school, junior high school, and elementary programs, respectively, on each of the GENESYS statistics except achievement. Comparative achievement information based on the Report on School Effectiveness (ROSE) analysis will be presented later in the report. Program and executive summaries produced by GENESYS are available in the 1988-89 Project GRAD technical report.

# SUMMARY OF GENESYS FINDINGS

***Ethnicity/Sex:*** **Except at Rice and Robbins in grades 9-12, greater percentages of Hispanic students were served by dropout prevention programs than students of other ethnicities. Greater percentages of Black students were served at Rice and Robbins. Generally, more male students than female students are being served by the District's dropout prevention programs. Exceptions are Johnston Computer Lab and Robbins High School.**

***Low Income/LEP/Overage/Special Education:*** **Each of the programs served substantial percentages of low-income students. At high school and junior high school the programs generally served higher percentages of LEP students than the overall District percentages of LEP students. Each of the programs served very high percentages of overage students. The programs generally served greater percentages of special education students than in the District overall.**

***Discipline:*** **Except for Zenith (grades 9-12), participants in all spring, 1989, programs had higher discipline rates during the semester of service than the rates for the District as a whole.**

***Grades and Credits:*** **Participants in all spring programs earned fewer credits than AISD high school students overall. Participants in all spring programs except Zenith received more F's and no grades (NG's) the semester they were served than high school students districtwide.**

**Except for Zenith and the Johnston Computer Lab, the number of NG's increased during the semester of service (spring, 1989) over the previous semester. The trend for students in all programs except Zenith is an increasing number of NG's over the four semesters presented.**

**Spring participants in all programs had lower GPA's than students districtwide in their respective grade spans. Changes in average GPA from the previous semester were slight. GPA's were higher for students in four high school programs and lower for five. Average GPA was higher than the semester before for junior high school students participating in AIP in spring, 1989. GPA's were lower for for spring participants in four other junior high programs, compared to the previous semester.**

***Retainees/Dropouts:*** **Spring, 1989, participants in all high school programs were retained at higher rates than the rate for high school students districtwide. Except for Robbins and TAP, spring participants in junior high school programs were likewise retained at rates exceeding the District average. Project ASSIST students were retained at a lower rate than elementary students districtwide, but Mentor and PAL students were retained at higher rates.**

**Dropout rates among spring program participants were lower for five and higher for three high school programs, compared to the dropout rate among AISD high school students overall. Spring participants in four junior high school programs dropped out at lower rates than the AISD junior high school average. Participants in three junior high school programs dropped out at higher rates than junior high school students districtwide.**

## WHAT WERE THE CHARACTERISTICS OF THE STUDENTS IN THE DROPOUT PREVENTION PROGRAMS?

Figure IV-1 presents the percentages of students in each program by ethnicity and sex, for each semester of service. Figure IV-2 shows the percentages of students who were low income, limited English proficient (LEP), overage for their grade, and served by Special Education. Figure IV-1 shows that:

- In the majority of programs, larger percentages of Hispanic students were served than students of other ethnicities. One notable exception is Project ASSIST, in which the largest percentage of students served were Black. Black students were also served in larger percentages at Rice Secondary School. Larger percentages of Other students were served by the Peer Assistance Leadership (PAL) program and by Communities in Schools (CIS) at the junior high school level than students of other ethnicities.

- On the whole, larger percentages of male students than female students were served, although there were many exceptions. At the high school level, CIS served two female students to every one male student. Robbins High School served 58% female students to 48% male students.

## FIGURE IV-1
## GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: Ethnicity and Sex

| | Served in Fall, 1988 | | | | | | Served in Spring, 1989 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Program | B | H | O | M | F | (N) | B | H | O | M | F | (N) |
| CIS | N/A | N/A | N/A | N/A | N/A | N/A | 17 | 58 | 25 | 32 | 68 | (130) |
| CVAE | 25 | 48 | 27 | 56 | 44 | (464) | 24 | 53 | 23 | 53 | 47 | (627) |
| GRAD | 17 | 46 | 37 | 57 | 43 | (827) | 19 | 45 | 36 | 52 | 48 | (1181) |
| JCL | 37 | 63 | 0 | 39 | 61 | (41) | 28 | 70 | 2 | 57 | 43 | (46) |
| Mentor | N/A | N/A | N/A | N/A | N/A | N/A | 33 | 44 | 23 | 46 | 54 | (39) |
| PAL | ** | ** | ** | ** | ** | ** | 29 | 31 | 40 | 56 | 44 | (124) |
| PEAK | N/A | N/A | N/A | N/A | N/A | N/A | 28 | 56 | 16 | 59 | 41 | (86) |
| Rice | 58 | 28 | 14 | 74 | 26 | (86) | 55 | 32 | 13 | 80 | 20 | (192) |
| Robbins | 38 | 30 | 33 | 42 | 58 | (86) | 38 | 34 | 28 | 49 | 51 | (239) |
| TAP | 27 | 46 | 27 | 58 | 42 | (48) | * | * | * | * | * | (1) |
| Zenith | 7 | 79 | 14 | 68 | 32 | (28) | 16 | 74 | 11 | 53 | 47 | (57) |
| AISD 9-12 | NOT CALCULATED FOR FALL | | | | | | 21 | 27 | 52 | 50 | 50 | (14,730) |
| | | | | | 7-8 | | | | | | | |
| AIP | 21 | 60 | 19 | 59 | 41 | (219) | 26 | 57 | 17 | 62 | 38 | (206) |
| CIS | N/A | N/A | N/A | N/A | N/A | N/A | 16 | 65 | 69 | 69 | 31 | (99) |
| CVAE | 40 | 39 | 21 | 48 | 52 | (155) | 36 | 44 | 20 | 45 | 55 | (124) |
| PAL | ** | ** | ** | ** | ** | ** | 31 | 42 | 27 | 50 | 50 | (166) |
| Rice | 27 | 67 | 6 | 77 | 23 | (124) | 27 | 62 | 12 | 79 | 21 | (196) |
| Robbins | 29 | 50 | 21 | 59 | 41 | (70) | 29 | 53 | 18 | 67 | 33 | (45) |
| TAP | 31 | 51 | 18 | 49 | 51 | (39) | 31 | 54 | 15 | 77 | 23 | (13) |
| WIN | 20 | 57 | 23 | 69 | 31 | (144) | 37 | 46 | 17 | 62 | 38 | (78) |
| AISD 6-8 | NOT CALCULATED FOR FALL | | | | | | 20 | 33 | 47 | 50 | 50 | (11,435) |
| | | | | | K-6 | | | | | | | |
| ASSIST | 62 | 16 | 22 | 77 | 23 | (188) | 61 | 16 | 23 | 74 | 26 | (277) |
| Mentor | N/A | N/A | N/A | N/A | N/A | N/A | 27 | 44 | 28 | 56 | 44 | (142) |
| PAL | ** | ** | ** | ** | ** | ** | 23 | 35 | 42 | 58 | 42 | (171) |
| AISD K-6 | NOT CALCULATED FOR FALL | | | | | | 19 | 35 | 47 | 51 | 49 | (35,363) |

Note: These data are available only for secondary students.

* Number of students is too small for analysis.
** Incomplete first-semester data.
N/A = Not applicable. Program began service in spring, 1989. CIS service may have been yearlong, but data were not provided until spring.

Figure IV-2 shows that:

- Each of the programs served substantial percentages of low-income students. The percentages of low-income students served by programs in spring, 1989, all exceed the percentage of low-income students in the District overall, with the exception of the Transitional Academic Program at the junior high school level. However, the small number of students served (13) makes this comparison less meaningful.

- The percentages of LEP students served by the programs at high school and junior high school generally exceeded the percentage of LEP students in the District at those levels. At the elementary level, Project Mentor served a larger percentage of LEP students than in the District. Project ASSIST served fewer LEP students, and PAL about the same percentage.

- Each of the programs served very high percentages of overage students. In spring, 1989, all of the programs served larger percentages of overage students than the percentages in the District. Some programs served all (TAP) or nearly all (Robbins, Zenith, Johnston Computer Lab) overage students. This is an encouraging finding in light of the fact that the best predictor of dropping out is students being overage compared to peers.

- The programs generally served greater percentages of special education students than in the District overall. Robbins, the Academic Incentive Program (AIP), and the Work Incentive (WIN) program served smaller percentages of special education students than the District percentage at junior high school.

These findings indicate that, on the whole, the dropout prevention programs examined are serving students whose characteristics make them more at risk than students in the general population of the District.

## FIGURE IV-2
## GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: Low Income, LEP, Overage, and Special Education

| | Served in Fall, 1988 | | | | | Served in Spring, 1989 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| PROGRAM | LI | LEP | OVER-AGE | SPED | (N) | LI | LEP | OVER-AGE | SPED | (N) |
| CIS | N/A | N/A | N/A | N/A | N/A | 53 | 10 | 63 | 40 | (130) |
| CVAE | 33 | 4 | 81 | 19 | (464) | 43 | 6 | 80 | 16 | (627) |
| GRAD | 34 | 3 | 75 | 14 | (827) | 35 | 4 | 70 | 13 | (1181) |
| JCL | 68 | 15 | 85 | 7 | (41) | 61 | 13 | 85 | 13 | (46) |
| Mentor | N/A | N/A | N/A | N/A | N/A | 49 | -- | 46 | 13 | (39) |
| PAL | ** | ** | ** | ** | ** | 40 | 4 | 63 | 10 | (124) |
| PEAK | N/A | N/A | N/A | N/A | N/A | 57 | 3 | 58 | 7 | (86) |
| Rice | 64 | 5 | 87 | 20 | (86) | 59 | 5 | 75 | 18 | (192) |
| Robbins | 28 | 1 | 80 | 3 | (186) | 40 | 1 | 73 | 2 | (239) |
| TAP | 44 | 2 | 48 | 2 | (48) | * | * | * | * | (1) |
| Zenith | 29 | 11 | 96 | 0 | (28) | 46 | 5 | 95 | 9 | (57) |
| AISD 9-12 | NOT CALCULATED FOR FALL | | | | | 22 | 2 | 33 | 9 | (14,730) |
| | | | | | 7-8 | | | | | |
| AIP | 70 | 2 | 80 | 5 | (219) | 65 | 0 | 79 | 4 | (206) |
| CIS | N/A | N/A | N/A | N/A | N/A | 68 | 5 | 66 | 15 | (99) |
| CVAE | 33 | 4 | 81 | 19 | (464) | 43 | 6 | 80 | 16 | 627) |
| PAL | ** | ** | ** | ** | ** | 40 | 4 | 63 | 10 | (124) |
| Rice | 79 | 4 | 84 | 13 | (124) | 76 | 8 | 77 | 19 | (196) |
| Robbins | 56 | 1 | 83 | 4 | (70) | 51 | 2 | 98 | 2 | (45) |
| TAP | 67 | 0 | 67 | 5 | (39) | 23 | 0 | 100 | 0 | (13) |
| WIN | 58 | 3 | 63 | 6 | (144) | 63 | 0 | 59 | 4 | (78) |
| AISD 6-8 | NOT CALCULATED FOR FALL | | | | | 40 | 4 | 31 | 10 | (11,435) |
| | | | | | K-6 | | | | | |
| ASSIST | 68 | 2 | 39 | 24 | (188) | 71 | 1 | 39 | 22 | (277) |
| Mentor | N/A | N/A | N/A | N/A | N/A | 70 | 12 | 44 | 23 | (144) |
| PAL | ** | ** | ** | ** | ** | 64 | 8 | 47 | 40 | (171) |
| AISD K-6 | NOT CALCULATED FOR FALL | | | | | 49 | 9 | 20 | 11 | (35,363) |

Note: These data are available only for secondary students.

* Number of students is too small for analysis.
** Incomplete first-semester data
N/A = Not applicable. Program began service in spring, 1989. CIS service may have been yearlong, but data were not provided until spring.
-- = Not calculated

LI = low income
LEP = limited English proficiency
SPED = special education

## WHAT WERE THE ATTENDANCE RATES OF THE STUDENTS PARTICIPATING IN THE DROPOUT PREVENTION PROGRAMS?

Figure IV-3 presents the percentages of attendance for students in each program, by semester of service. The attendance of students served by programs in the fall of 1988 was generally higher than it had been the previous semester. Exceptions were Project GRAD and Robbins, although the differences for Robbins were small. In every program, the attendance of students served in spring, 1989, was lower the semester of service than the previous fall semester, although this may simply reflect seasonal differences since District attendance was also lower in spring at both elementary and secondary grade levels.

## IN HOW MANY DISCIPLINARY INCIDENTS WERE THE STUDENTS PARTICIPATING IN DROPOUT PREVENTION PROGRAMS INVOLVED?

Figure IV-4 presents the percentages of students involved in serious discipline incidents (corporal punishment, suspension, expulsion) for students served by dropout prevention programs in fall, 1988, and spring, 1989.

In one half of the programs, fall, 1988, participants had higher rates and in the other half lower rates of disciplinary involvement the semester of service than the previous spring semester. At high school, the percentages of students disciplined declined the semester after service, while at junior high school percentages generally increased the following spring semester. The percentage of Rice high school students disciplined the semester of service was more than double the percentage the previous semester. At junior high school, the percentage more than tripled the semester of service. However, the semester following service discipline rates for Rice students declined to their lowest levels in two years.

Spring, 1989, participants in dropout prevention programs generally had lower discipline rates than in the previous fall semester. Rice high school students had much lower discipline rates the semester of service than the semester before, while the reverse was true for Rice junior high school students. Except for Zenith (grades 9-12), participants in all spring, 1989, programs had higher discipline rates during the semester of service than the rates for the District as a whole.

### FIGURE IV-3
### GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: Attendance

| | Served in Fall, 1988 | | | | | Served in Spring, 1989 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Program | F87 | S88 | F88 | S89 | (N) | F87 | S88 | F88 | S89 | (N) |
| CIS | N/A | N/A | N/A | N/A | N/A | 90.3 | 85.4 | 89.7 | 83.5 | (130) |
| CVAE | 87.2 | 81.7 | 82.1 | 81.1 | (464) | 90.1 | 85.2 | 83.8 | 77.8 | (627) |
| GRAD | 85.1 | 77.8 | 70.6 | 71.2 | (827) | 87.1 | 79.3 | 76.9 | 67.2 | (1181) |
| JCL | 87.6 | 82.9 | 88.3 | 81.8 | (41) | 91.6 | 88.6 | 89.3 | 84.0 | (46) |
| Mentor | N/A | N/A | N/A | N/A | N/A | 90.9 | 87.9 | 89.8 | 80.4 | (39) |
| PAL | ** | ** | ** | ** | ** | 93.7 | 89.1 | 91.4 | 83.8 | (124) |
| PEAK | N/A | N/A | N/A | N/A | N/A | 89.2 | 83.8 | 90.2 | 81.0 | (86) |
| Rice | 86.3 | 75.1 | 80.8 | 81.6 | (86) | 88.3 | 81.4 | 83.8 | 79.8 | (192) |
| Robbins | 87.7 | 81.4 | 82.2 | 78.8 | (186) | 90.0 | 82.4 | 83.6 | 76.3 | (239) |
| TAP | 88.8 | 84.7 | 84.4 | 78.8 | (48) | * | * | * | * | (1) |
| Zenith | 84.8 | 77.6 | 83.2 | 70.0 | (28) | 93.1 | 87.0 | 84.1 | 76.6 | (57) |
| AISD 9-12 | NOT CALCULATED FOR FALL | | | | | *** | *** | 93.3 | 90.2 | (14,730) |
| | | | | | 7-8 | | | | | |
| AIP | 86.0 | 79.6 | 86.5 | 76.8 | (219) | 88.0 | 84.4 | 89.0 | 87.6 | (206) |
| CIS | N/A | N/A | N/A | N/A | N/A | 90.9 | 89.4 | 90.6 | 89.2 | (99) |
| CVAE | 87.2 | 81.7 | 82.1 | 81.1 | (464) | 90.1 | 85.2 | 83.8 | 77.7 | (627) |
| PAL | ** | ** | ** | ** | ** | 91.4 | 87.7 | 89.7 | 87.9 | (166) |
| Rice | 82.7 | 71.3 | 85.8 | 85.8 | (124) | 85.4 | 78.1 | 84.9 | 82.1 | (196) |
| Robbins | 88.3 | 79.9 | 78.3 | 73.3 | (70) | 80.6 | 77.4 | 73.5 | 70.7 | (45) |
| TAP | 87.3 | 82.5 | 84.3 | 75.1 | (39) | 73.4 | 67.1 | 76.4 | 72.7 | (13) |
| WIN | 90.5 | 84.7 | 88.2 | 85.4 | (144) | 93.3 | 89.3 | 91.2 | 88.5 | (78) |
| AISD 6-8 | NOT CALCULATED FOR FALL | | | | | *** | *** | 95.0 | 92.9 | (11,435) |
| | | | | | K-6 | | | | | |
| ASSIST | 96.8 | 94.2 | 96.0 | 93.8 | (188) | 96.4 | 94.4 | 95.7 | 93.5 | (277) |
| Mentor | N/A | N/A | N/A | N/A | N/A | 96.2 | 94.3 | 96.2 | 95.5 | (142) |
| PAL | ** | ** | ** | ** | ** | 95.8 | 94.0 | 94.5 | 93.4 | (171) |
| AISD K-6 | NOT CALCULATED FOR FALL | | | | | *** | *** | 96.0 | 95.0 | (35,363) |

* Number of students is too small for analysis

** Incomplete first-semester data

*** Not calculated for the district

N/A = Not applicable. Program began service in spring, 1989. CIS service may have been yearlong, but data were not provided until spring.

### FIGURE IV-4
### GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: Discipline

| | Served in Fall, 1988 | | | | | Served in Spring, 1989 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Program | F87 | S88 | F88 | S89 | (N) | F87 | S88 | F88 | S89 | (N) |
| CIS | N/A | N/A | N/A | N/A | N/A | 8.5 | 3.8 | .8 | 2.3 | (130) |
| CVAE | 6.5 | 8.2 | 7.1 | 4.1 | (464) | 6.5 | 9.3 | 7.0 | 5.4 | (627) |
| GRAD | 10.0 | 9.9 | 10.9 | 5.3 | (827) | 9.7 | 8.7 | 11.5 | 6.9 | (1181) |
| JCL | 4.9 | 14.6 | 9.8 | 7.3 | (41) | 6.5 | 17.4 | 8.7 | 15.2 | (46) |
| Mentor | N/A | N/A | N/A | N/A | N/A | 7.7 | 7.7 | 10.3 | 12.8 | (39) |
| PAL | ** | ** | ** | ** | ** | 10.05 | 15.3 | 10.5 | 6.5 | (124) |
| PEAK | N/A | N/A | N/A | N/A | N/A | 18.8 | 11.6 | 17.4 | 16.3 | (86) |
| Rice | 34.9 | 33.7 | 75.6 | 8.1 | (86) | 27.1 | 24.0 | 53.6 | 29.7 | (192) |
| Robbins | 9.1 | 6.5 | 14.5 | 5.4 | (186) | 10.0 | 10.9 | 11.7 | 9.2 | (239) |
| TAP | 16.7 | 14.6 | 16.7 | 14.6 | (48) | * | * | * | * | (1) |
| Zenith | 10.7 | 7.1 | 7.1 | 0.0 | (28) | 5.3 | 7.0 | 1.8 | 3.5 | (57) |
| AISD 9-12 | NOT CALCULATED FOR FALL | | | | | *** | *** | 3.3 | 4.2 | (14,730) |
| | | | | | 7-8 | | | | | |
| AIP | 21.0 | 14.2 | 12.8 | 18.3 | (219) | 18.0 | 15.5 | 16.5 | 14.6 | (206) |
| CIS | N/A | N/A | N/A | N/A | N/A | 9.1 | 7.1 | 16.2 | 8.1 | (99) |
| CVAE | 11.0 | 7.1 | 16.8 | 17.4 | (155) | 9.7 | 4.0 | 13.7 | 15.3 | (124) |
| Mentor | N/A | N/A | N/A | N/A | N/A | * | * | * | * | (1) |
| PAL | * | * | * | * | * | 16.3 | 9.6 | 15.7 | 11.4 | (166) |
| Rice | 40.3 | 17.7 | 57.3 | 15.3 | (124) | 42.9 | 17.3 | 33.2 | 54.1 | (196) |
| Robbins | 15.7 | 12.9 | 5.7 | 10.0 | (70) | 17.8 | 15.6 | 15.6 | 11.1 | (45) |
| TAP | 20.5 | 12.8 | 7.7 | 7.7 | (39) | 7.7 | 23.1 | 15.4 | 7.7 | (13) |
| WIN | 18.1 | 12.5 | 12.5 | 21.5 | (144) | 12.8 | 16.7 | 21.8 | 16.7 | (78) |
| AISD 6-8 | NOT CALCULATED FOR FALL | | | | | *** | *** | 4.4 | 5.6 | (11,435) |
| | | | | | K-6 | | | | | |
| ASSIST | 4.9 | 14.6 | 9.8 | 7.3 | (188) | 1.8 | 7.9 | 1.8 | 6.5 | (277) |
| Mentor | N/A | N/A | N/A | N/A | N/A | 1.4 | .7 | 2.1 | 1.4 | (142) |
| PAL | ** | ** | ** | ** | ** | 2.3 | 0 | 3.5 | 2.9 | (171) |
| AISD K-6 | NOT CALCULATED FOR FALL | | | | | *** | *** | .2 | .5 | (35,363) |

* Number of students is too small for analysis.
** Incomplete first-semester data.
*** Not calculated for the District.
N/A = Not applicable. Program began service in spring, 1989. CIS service may have been yearlong, but data were not provided until spring.

## HOW MANY COURSE CREDITS DID STUDENTS PARTICIPATING IN DROPOUT PREVENTION PROGRAMS EARN?

Figure IV-5 shows the average course credits earned by students participating in high school dropout prevention programs. (Course credit data are available only for high school students.) Fall, 1988, program participants generally earned more credits than the previous spring semester. Exceptions were CVAE and Project GRAD. Spring, 1989, participants earned fewer credits during the semester of service than in the fall, except for students in the JCL. Participants in all spring programs earned fewer credits than AISD high school students overall.

## HOW MANY F'S AND NO GRADES DID THE STUDENTS PARTICIPATING IN DROPOUT PREVENTION PROGRAMS RECEIVE?

Figures IV-6 and IV-7 present the number of F's and no grades (NG's) received by students participating in dropout prevention programs according to the semester of service.

Except for Rice high school students, students served by dropout prevention programs in fall, 1988, received fewer F's the semester of service than they had the previous spring semester. Fall program participants generally received more F's the following spring, particularly in junior high school.

Rice high school students served in fall, 1988, received fewer NG's than in the two previous semesters and the semester following service. Fall, 1988, participants generally received more NG's the following semester than during the semester they were served.

Students served in spring, 1989, by half of the programs received more F's than they had the fall semester before; students served by the other half of the programs received fewer F's than they had the previous fall. High school students districtwide earned slightly fewer F's in spring, 1989, than they had in fall, 1988; middle/junior high school students earned a slightly greater number of F's.

Students served in spring, 1989, generally received more NG's in the semester of service than they had the previous fall, although high school students districtwide did likewise. Exceptions were JCL and the Zenith program.

Participants in all spring programs except Zenith received more F's and no grades (NG's) the semester they were served than high school students districtwide.

## FIGURE IV-5
## GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: Credits Earned

| | Served in Fall, 1988 | | | | | Served in Spring, 1989 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Program | F87 | S88 | F88 | S89 | (N) | F87 | S88 | F88 | S89 | (N) |
| CIS | N/A | N/A | N/A | N/A | N/A | 2.3 | 2.3 | 2.5 | 1.9 | (130) |
| CVAE | 1.8 | 1.7 | 1.5 | 1.5 | (464) | 2.1 | 1.9 | 1.8 | 1.3 | (627) |
| GRAD | 1.7 | 1.4 | .8 | 1.1 | (827) | 1.8 | 1.5 | 1.2 | .9 | (1181) |
| JCL | 1.6 | 1.5 | 1.6 | 1.6 | (41) | 1.9 | 1.6 | 1.6 | 1.8 | (46) |
| Mentor | N/A | N/A | N/A | N/A | N/A | 2.1 | 2.4 | 1.7 | 1.3 | (39) |
| PAL | ** | ** | ** | ** | ** | 2.0 | 1.9 | 2.0 | 1.7 | (124) |
| PEAK | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 1.3 | .9 | (86) |
| Rice | 1.3 | 1.2 | 1.5 | .7 | (86) | 1.7 | 1.6 | 1.1 | 1.0 | (192) |
| Robbins | 1.8 | 1.8 | 2.8 | 2.0 | (186) | 1.9 | 1.8 | 2.4 | 1.8 | (239) |
| TAP | -- | -- | 1.1 | 1.1 | (48) | * | * | * | * | |
| Zenith | 1.1 | .8 | 1.0 | 0.0 | (28) | 1.9 | 1.8 | 1.3 | .4 | (57) |
| AISD 9-12 | NOT CALCULATED FOR FALL | | | | | 2.7 | 2.7 | 2.6 | 2.4 | (14,730) |

Note: These data are available only for high school students.

* Number of students is too small for analysis.
** Incomplete first-semester data.
N/A = Not applicable. Program began service in spring, 1989. CIS service may have been yearlong, but data were not provided until spring.
-- = Not calculated

## FIGURE IV-6
## GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: F's

| | Served in Fall, 1988<br>F87 | S88 | F88 | S89 | (N) | Served in Spring, 1989<br>F87 | S88 | F88 | S89 | (N) |
|---|---|---|---|---|---|---|---|---|---|---|
| CIS | N/A | N/A | N/A | N/A | N/A | .64 | .61 | .39 | .32 | (130) |
| CVAE | .94 | .87 | .51 | .47 | (464) | .91 | .93 | .59 | .42 | (627) |
| GRAD | 1.07 | .99 | .68 | .85 | (827) | .93 | 1.00 | .68 | .70 | (1181) |
| JCL | 1.67 | .87 | .56 | .69 | (41) | 1.48 | 1.07 | .75 | .48 | (46) |
| Mentor | N/A | N/A | N/A | N/A | N/A | .96 | .75 | .63 | .95 | (39) |
| PAL | ** | ** | ** | ** | ** | .74 | .93 | .76 | .51 | (124) |
| PEAK | N/A | N/A | N/A | N/A | N/A | 2.46 | 2.73 | .98 | .72 | (86) |
| Rice | .96 | .89 | 1.36 | 1.05 | (86) | .99 | .79 | 1.08 | 1.09 | (192) |
| Robbins | .80 | .98 | .60 | .46 | (186) | .89 | 1.01 | .67 | .57 | (239) |
| TAP | 0 | 0 | .44 | .54 | (48) | * | * | * | * | (1) |
| Zenith | 1.14 | .91 | .48 | .16 | (28) | .88 | .95 | 0 | .22 | (57) |
| AISD 9-12 | NOT CALCULATED FOR FALL | | | | | .45 | .45 | .42 | .39 | (14,730) |
| | | | | | 7-8 | | | | | |
| AIP | 3.40 | 4.09 | 1.15 | 2.67 | (219) | 2.79 | 3.13 | 1.87 | .71 | (206) |
| CIS | N/A | N/A | N/A | N/A | N/A | 1.61 | 1.79 | 1.73 | 1.15 | (99) |
| CVAE | 1.46 | 1.43 | 1.32 | 1.45 | (155) | 1.15 | 1.20 | 1.22 | 1.37 | (124) |
| PAL | ** | ** | ** | ** | ** | 1.80 | 2.01 | 1.35 | 1.34 | (166) |
| Rice | 3.15 | 3.67 | 1.96 | 2.96 | (124) | 2.94 | 2.90 | 2.86 | 2.94 | (196) |
| Robbins | 2.13 | 2.83 | 0 | 0 | (70) | 2.62 | 3.11 | 2.20 | 0 | (45) |
| TAP | 2.6 | 3.18 | -- | -- | (39) | 3.80 | 3.33 | .50 | -- | (13) |
| WIN | 2.64 | 2.74 | 1.78 | 1.99 | (144) | 1.92 | 2.05 | 1.92 | 2.00 | (78) |
| AISD 6-8 | NOT CALCULATED FOR FALL | | | | | .54 | .56 | .54 | .67 | (11,435) |

Note: These data are available only for secondary students.

* Number of students is too small for analysis.
** Incomplete first-semester data.
N/A = Not applicable. Program began service in spring, 1989. CIS service may have been yearlong, but data were not provided until spring.
-- = Not calculated

## FIGURE IV-7
## GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: NG's

| | Served in Fall, 1988 | | | | | Served in Spring, 1989 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | F87 | S88 | F88 | S89 | (N) | F87 | S88 | F88 | S89 | (N) |
| CIS | N/A | N/A | N/A | N/A | N/A | .57 | .65 | .65 | 1.69 | (130) |
| CVAE | 1.17 | 1.53 | 1.63 | 1.64 | (464) | .79 | 1.11 | 1.50 | 1.79 | (627) |
| GRAD | 1.20 | 1.99 | 3.26 | 2.47 | (827) | 1.14 | 1.71 | 2.60 | 3.02 | (1181) |
| JCL | .83 | 1.94 | 2.07 | 1.40 | (41) | .45 | 1.54 | 1.84 | 1.77 | (46) |
| Mentor | N/A | N/A | N/A | N/A | N/A | .63 | .42 | 1.80 | 2.24 | (39) |
| PAL | ** | ** | ** | ** | ** | .68 | 1.07 | 1.26 | 2.01 | (124) |
| PEAK | N/A | N/A | N/A | N/A | N/A | -- | -- | 1.69 | 3.41 | (86) |
| Rice | 2.31 | 2.45 | 1.58 | 3.16 | (86) | 1.36 | 2.00 | 2.47 | 2.6 | (192) |
| Robbins | .82 | .99 | .65 | .87 | (186) | .71 | 1.20 | .86 | 1.11 | (239) |
| TAP | -- | -- | 2.38 | 2.57 | (48) | * | * | * | * | (1) |
| Zenith | 2.29 | 2.90 | .46 | 1.83 | (28) | .95 | 1.36 | 1.88 | .70 | (57) |
| AISD 9-12 | NOT CALCULATED FOR FALL | | | | | .17 | .28 | .40 | .75 | (14,730) |

Note: These data are available only for high school students.

* Number of students is too small for analysis
** Incomplete first-semester data.
N/A = Not applicable. Program began service in spring, 1989. CIS service may have been yearlong, but data were not provided until spring.
-- = Not calculated

## WHAT WERE THE GRADE POINT AVERAGES OF THE STUDENTS PARTICIPATING IN THE DROPOUT PREVENTION PROGRAMS?

Figure IV-8 presents the average GPA's for the students in each program, by semester of service. As the figure shows, changes from semester to semester were generally slight. Fall, 1988, participants generally had higher GPA's the semester of service than the previous semester, but they tended to have lower GPA's the semester following service. Zenith students in particular showed a large dropoff in the spring. One exception was Project GRAD, whose students had higher GPA's the semesters before and after service. Coordinated Vocational Academic Education (CVAE) students served in fall had higher GPA's the spring semester, even higher than the previous spring.

Spring, 1989, participants in all programs had lower GPA's than students districtwide in their respective grade spans. GPA's were higher during the semester of service for students in four high school programs and lower for five. Average GPA was higher than the semester before service for junior high school students participating in AIP in spring, 1989. GPA's were lower for spring participants in four other junior high programs, compared to the previous semester.

### FIGURE IV-8
### GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: GPA's

| | Served in Fall, 1988 | | | | | Served in Spring, 1989 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Program | F87 | S88 | F88 | S89 | (N) | F87 | S88 | F88 | S89 | (N) |
| CIS | N/A | N/A | N/A | N/A | N/A | 77.9 | 79.5 | 80.7 | 80.9 | (130) |
| CVAE | 75.7 | 75.4 | 76.7 | 77.6 | (464) | 76.5 | 75.6 | 77.0 | 76.8 | (627) |
| GRAD | 74.8 | 73.9 | 71.6 | 73.3 | (827) | 76.0 | 74.4 | 74.3 | 72.6 | (1181) |
| JCL | 72.2 | 73.0 | 77.1 | 76.0 | (41) | 72.6 | 73.6 | 75.6 | 77.6 | (46) |
| Mentor | N/A | N/A | N/A | N/A | N/A | 79.0 | 80.0 | 75.8 | 75.7 | (39) |
| PAL | ** | ** | ** | ** | ** | 79.9 | 76.0 | 78.4 | 80.0 | (124) |
| PEAK | N/A | N/A | N/A | N/A | N/A | 69.7 | 66.9 | 74.2 | 74.3 | (86) |
| Rice | 72.1 | 73.1 | 73.8 | 69.9 | (86) | 75.5 | 75.3 | 72.1 | 71.1 | (192) |
| Robbins | 77.6 | 77.1 | 79.2 | 79.9 | (186) | 77.2 | 76.9 | 78.5 | 79.1 | (239) |
| TAP | -- | -- | 78.5 | 76.1 | (48) | * | * | * | * | (1) |
| Zenith | 73.4 | 69.9 | 80.4 | 50.0 | (28) | 76.3 | 75.7 | 75.7 | 73.9 | (57) |
| AISD 9-12 | NOT CALCULATED FOR FALL | | | | | 82.3 | 82.2 | 82.3 | 82.6 | (14,730) |
| | | | | | 7-8 | | | | | |
| AIP | 65.1 | 60.9 | 76.0 | 68.7 | (219) | 68.2 | 66.9 | 74.4 | 78.5 | (206) |
| CIS | N/A | N/A | N/A | N/A | N/A | 74.1 | 73.8 | 74.2 | 77.8 | (99) |
| CVAE | 75.8 | 74.4 | 76.6 | 76.7 | (155) | 77.3 | 76.5 | 77.5 | 77.1 | (124) |
| PAL | ** | ** | ** | ** | ** | 73.7 | 72.9 | 77.3 | 76.2 | (166) |
| Rice | 64.9 | 60.1 | 73.3 | 67.8 | (124) | 66.5 | 65.8 | 68.8 | 66.8 | (196) |
| Robbins | 70.9 | 58.5 | -- | -- | (70) | 67.4 | 60.8 | 74.9 | -- | (45) |
| TAP | 69.1 | 65.3 | -- | -- | (39) | 65.2 | 62.5 | 80.3 | -- | (13) |
| WIN | 68.9 | 66.0 | 74.2 | 72.2 | (144) | 73.3 | 71.1 | 72.2 | 71.7 | (78) |
| AISD 6-8 | NOT CALCULATED FOR FALL | | | | | 82.7 | 82.5 | 82.9 | 82.1 | (11,435) |

Note: These data are available only for secondary students.

* Number of students is too small for analysis
** Incomplete first-semester data.
N/A = Not applicable. Program began service in spring, 1989. CIS service may have been yearlong, but data were not provided until spring.
-- = Not calculated

## HOW DID THE ACHIEVEMENT LEVELS OF THE STUDENTS PARTICIPATING IN DROPOUT PREVENTION PROGRAMS COMPARE TO THEIR PREDICTED LEVELS OF ACHIEVEMENT?

The Report on School Effectiveness (ROSE) compares Reading Comprehension and Mathematics Total grade equivalent (GE) scores for spring, 1988, and spring, 1989, to determine if gains achieved are above (+), below (-), or at (=) predicted levels based on regression analyses. All students in a grade in a program are treated as a group. ROSE predictions for groups with less than 20 students (*) are not reliable and are therefore not shown.

Figures IV-9 through IV-12 summarize the ROSE results in reading and mathematics for students served in fall, 1988, by dropout prevention programs. Figures IV-13 through IV-16 present the same information for students served in spring, 1989. Inspection of these figures indicates that:

- Most of the grade-level groups of students had fewer than 20 students and therefore did not yield a ROSE prediction.
- Some groups of students attained the achievement levels predicted for them, e.g., fall-served AIP and CVAE eighth graders in reading, and spring-served GRAD twelfth graders in math.
- Some groups, however, failed to achieve their predicted achievement levels, e.g., CVAE ninth and tenth graders served in fall, in reading, and GRAD ninth, tenth, and eleventh graders served in math in spring.
- No grade-level groups exceeded their predicted achievement levels in reading or in math, whether served in fall or spring.

## FIGURE IV-9

## GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: ROSE Results, Students Served in Fall, 1988, Reading, High School

| PROGRAM | GRADE | N | PRETEST | POSTTEST | GAIN | PREDICTED SCORE | RESIDUAL | ROSE |
|---|---|---|---|---|---|---|---|---|
| | | | | 9-12 | | | | |
| CVAE | 9 | 36 | 7.7 | 7.9 | .3 | 8.9 | -1 | - |
| | 10 | 49 | 9.0 | 9.4 | .4 | 10.1 | -.7 | - |
| | 11 | 20 | 8.6 | 8.7 | .1 | 9.8 | -1 | * |
| | 12 | 17 | 9.3 | 9.4 | 0 | 10.3 | -.9 | * |
| GRAD | 9 | 34 | 8.0 | 8.5 | .5 | 9.3 | -.8 | - |
| | 10 | 15 | 8.5 | 9.1 | .6 | 9.6 | -.5 | * |
| | 11 | 10 | 12.1 | 13.5 | 1.4 | 13.1 | .4 | * |
| | 12 | 11 | 13.8 | 15.7 | 1.9 | 13.8 | 1.9 | * |
| JCL | 9 | 7 | 7.0 | 7.1 | 0 | 8.1 | -1 | * |
| | 10 | 6 | 7.1 | 7.7 | .6 | 8.1 | -.4 | * |
| Rice | DID NOT MEET CRITERIA FOR ANALYSIS | | | | | | | |
| Robbins | 9 | 22 | 8.3 | 8.8 | .4 | 9.7 | -.9 | * |
| | 10 | 16 | 9.3 | 10.4 | 1.0 | 10.4 | 0 | * |
| | 11 | 3 | 10.3 | 16.1 | 5.8 | 12.1 | 3.9 | * |
| | 12 | 2 | 12.5 | 13.1 | .6 | 12.8 | .2 | * |
| TAP | 9 | 20 | 7.9 | 8.2 | .4 | 9.1 | -.9 | * |
| Zenith | 9 | 1 | 6.8 | 4.6 | -2.2 | 8.1 | -4 | * |
| | 10 | 2 | 7.3 | 7.4 | .2 | 8.5 | -1 | * |
| | 11 | 1 | 8.7 | 8.8 | .1 | 10.1 | -1 | * |
| | 12 | 5 | ** | ** | ** | ** | ** | ** |

ROSE: "+" = Exceeded Predicted Score
"=" = Achieved Predicted Score
"-" = Below Predicted Score

Note: Project Mentor and PEAK did not begin service until spring, 1989 First-semester data for PAL were incomplete.

* Number of students with valid scores is too small for analysis.
** No test scores for these students

## FIGURE IV-10
## GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: ROSE Results, Students Served in Fall, 1988, Reading, Junior High School and Elementary

| PROGRAM | GRADE | N | PRETEST | POSTTEST | GAIN | PREDICTED SCORE | RESIDUAL | ROSE |
|---|---|---|---|---|---|---|---|---|
| | | | | 7-8 | | | | |
| AIP | 7 | 9 | 6.1 | 6.6 | .5 | 6.7 | -.2 | * |
| | 8 | 29 | 6.4 | 7.0 | .6 | 7.1 | -.1 | = |
| CVAE | 7 | 12 | 5.5 | 5.8 | .3 | 6.2 | -.4 | * |
| | 8 | 63 | 6.4 | 7.0 | .7 | 7.1 | -.1 | = |
| PAL | 7 | INCOMPLETE FIRST-SEMESTER DATA | | | | | | |
| Rice | 7 | DID NOT MEET CRITERIA FOR ANALYSIS. | | | | | | |
| Robbins | 7 | DID NOT MEET CRITERIA FOR ANALYSIS. | | | | | | |
| TAP | 7 | DID NOT MEET CRITERIA FOR ANALYSIS. | | | | | | |
| WIN | 7 | 29 | 5.8 | 6.4 | .7 | 6.4 | 0 | = |
| | 8 | 22 | 7.1 | 8.2 | 1.1 | 7.8 | .4 | * |
| | | | | K-6 | | | | |
| ASSIST | 2 | 9 | 1.7 | 2.6 | .9 | 2.6 | 0 | * |
| | 3 | 14 | 3.0 | 3.1 | .1 | 3.8 | -.7 | * |
| | 4 | 24 | 3.9 | 3.7 | -.2 | 4.5 | -.9 | * |
| | 5 | 20 | 4.5 | 4.8 | .4 | 5.0 | -.2 | * |
| | 6 | 22 | 4.9 | 5.6 | .7 | 5.4 | .2 | * |

ROSE: "+" = Exceeded Predicted Score
"=" = Achieved Predicted Score
"-" = Below Predicted Score

* Number of students with valid scores is too small for analysis.

## FIGURE IV-11
## GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: ROSE Results, Students Served in Fall, 1988, Math, High School

| Program | GRADE | N | PRETEST | POSTTEST | GAIN | PREDICTED SCORE | RESIDUAL | ROSE |
|---|---|---|---|---|---|---|---|---|
| CVAE | 9 | 35 | 8.1 | 8.6 | .5 | 9.0 | -.4 | = |
| | 10 | 50 | 8.7 | 9.0 | .3 | 9.7 | -.7 | - |
| | 11 | 20 | 9.9 | 9.7 | -.2 | 10.8 | -1 | * |
| | 12 | 17 | 10.8 | 10.7 | -.1 | 11.6 | -1 | * |
| GRAD | 9 | 36 | 8.3 | 8.9 | .6 | 9.3 | -.5 | = |
| | 10 | 17 | 9.4 | 10.1 | .7 | 10.2 | -.1 | * |
| | 11 | 10 | 11.8 | 12.4 | .6 | 12.7 | -.4 | * |
| | 12 | 11 | 14.5 | 14.7 | .3 | 14.5 | .2 | * |
| JCL | 9 | 8 | 7.1 | 6.7 | -.3 | 7.8 | -1 | * |
| | 10 | 6 | 7.6 | 8.4 | .8 | 8.3 | .1 | * |
| Rice | DID NOT MEET CRITERIA FOR ANALYSIS | | | | | | | |
| Robbins | 9 | 23 | 8.4 | 8.3 | -.1 | 9.6 | -1 | * |
| | 10 | 15 | 9.1 | 9.4 | .4 | 10.0 | -.6 | * |
| | 11 | 3 | 11.7 | 12.3 | .6 | 13.0 | -.7 | * |
| | 12 | 2 | 12.8 | 12.4 | -.4 | 13.2 | -.7 | * |
| TAP | 9 | 19 | 7.7 | 8.4 | .7 | 8.7 | -.3 | * |
| Zenith | 9 | 1 | 11.5 | 13.0 | 1.5 | 12.4 | .6 | * |
| | 10 | 2 | 8.5 | 6.8 | -1.7 | 9.4 | -3 | * |
| | 11 | 1 | 12.1 | 11.2 | -.9 | 13.0 | -2 | * |

ROSE: "+" = Exceeded Predicted Score
"=" = Achieved Predicted Score
"-" = Below Predicted Score

* Number of students with valid scores is too small for analysis.

## FIGURE IV-12
## GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: ROSE Results, Students Served in Fall, 1988, Math, Junior High School and Elementary

| PROGRAM | GRADE | N | PRETEST | POSTTEST | GAIN | PREDICTED SCORE | RESIDUAL | ROSE |
|---|---|---|---|---|---|---|---|---|
| | | | | 7-8 | | | | |
| AIP | 7 | 9 | 6.6 | 6.9 | .3 | 7.2 | -.3 | * |
| | 8 | 28 | 6.4 | 6.8 | .5 | 7.0 | -.1 | = |
| CVAE | 7 | 12 | 6.0 | 6.6 | .6 | 6.6 | 0 | * |
| | 8 | 67 | 6.7 | 7.2 | .4 | 7.3 | 0 | = |
| PAL | | INCOMPLETE FIRST-SEMESTER DATA | | | | | | |
| Rice | | DID NOT MEET CRITERIA FOR ANALYSIS | | | | | | |
| ROBBINS | | DID NOT MEET CRITERIA FOR ANALYSIS | | | | | | |
| TAP | | DID NOT MEET CRITERIA FOR ANALYSIS | | | | | | |
| WIN | 7 | 30 | 5.8 | 6.5 | .7 | 6.4 | 0 | = |
| | 8 | 23 | 7.3 | 8.0 | .7 | 7.8 | .2 | * |
| | | | | K-6 | | | | |
| ASSIST | 2 | 8 | 2.2 | 3.2 | 1.0 | 3.1 | 0 | * |
| | 3 | 13 | 3.3 | 3.3 | 0 | 4.2 | -.9 | * |
| | 4 | 24 | 3.9 | 4.2 | .3 | 4.7 | -.4 | * |
| | 5 | 19 | 4.8 | 5.1 | .3 | 5.4 | -.4 | * |
| | 6 | 22 | 5.2 | 6.1 | .9 | 5.8 | .3 | * |

ROSE: "+" = Exceeded Predicted Score
"=" = Achieved Predicted Score
"-" = Below Predicted Score

* Number of students with valid scores is too small for analysis.

### FIGURE IV-13
### GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: ROSE Results, Students Served in Spring, 1989, Reading, High School

| PROGRAM | GRADE | N | PRETEST | POSTTEST | GAIN | PREDICTED SCORE | RESIDUAL | ROSE |
|---|---|---|---|---|---|---|---|---|
| | | | | 9-12 | | | | |
| CIS | 9 | 9 | 8.4 | 8.7 | .4 | 9.8 | -1.0 | * |
| | 10 | 4 | 11.6 | 12.7 | 1.1 | 12.3 | .4 | * |
| | 11 | 7 | 11.0 | 11.0 | - .1 | 12.1 | -1.0 | * |
| | 12 | 18 | 10.5 | 11.3 | .8 | 11.7 | - .4 | * |
| CVAE | 9 | 55 | 7.6 | 8.4 | .7 | 8.8 | - .5 | = |
| | 10 | 67 | 8.0 | 8.7 | .7 | 9.2 | - .4 | = |
| | 11 | 33 | 9.4 | 9.5 | .2 | 10.4 | - .8 | - |
| | 12 | 32 | 10.1 | 10.4 | .3 | 11.3 | - .8 | = |
| GRAD | 9 | 74 | 8.1 | 8.7 | .6 | 9.4 | - .7 | - |
| | 10 | 34 | 9.8 | 10.3 | .5 | 11.0 | - .7 | = |
| | 11 | 37 | 10.9 | 11.1 | .2 | 12.0 | - .9 | - |
| | 12 | 29 | 12.5 | 13.1 | .5 | 13.3 | - .2 | = |
| JCL | 9 | 13 | 6.9 | 7.3 | .4 | 8.0 | .7 | * |
| Mentor | 9 | 3 | 9.5 | 12.7 | 3.2 | 10.9 | 1.8 | * |
| | 10 | 11 | 7.7 | 9.1 | 1.4 | 8.6 | .5 | * |
| | 11 | 2 | 14.0 | 15.1 | 1.1 | 14.5 | .6 | * |
| | 12 | 2 | 15.3 | 17.1 | 1.8 | 15.5 | 1.6 | * |
| PAL | 9 | 35 | 8.3 | 9.0 | .7 | 9.4 | - .6 | = |
| | 10 | 5 | 8.7 | 11.4 | 2.6 | 9.8 | 1.6 | * |
| | 11 | 3 | 10.4 | 12.0 | 1.7 | 11.8 | .3 | * |
| | 12 | 2 | 3.0 | 9.4 | 1.4 | 8.7 | .7 | * |
| PEAK | 9 | 11 | 7.9 | 8.6 | .7 | 9.2 | - .7 | * |
| Rice | 9 | 4 | 7.2 | 9.2 | 2.0 | 8.8 | .5 | * |
| | 10 | 3 | 9.0 | 9.2 | .2 | 9.9 | - .8 | * |
| | 11 | 18 | ** | ** | ** | ** | ** | ** |
| | 12 | 7 | ** | ** | ** | ** | ** | ** |
| Robbins | 9 | 22 | 8.3 | 8.8 | .4 | 9.7 | - .9 | * |
| | 10 | 16 | 9.3 | 10.4 | 1.0 | 10.4 | 0 | * |
| | 11 | 3 | 10.3 | 16.1 | 5.8 | 12.1 | 3.9 | * |
| | 12 | 2 | 12.5 | 13.1 | .6 | 12.8 | .2 | * |
| TAP | | DID NOT MEET CRITERIA FOR ANALYSIS | | | | | | |
| Zenith | 9 | 3 | 7.7 | 6.3 | -1.4 | 8.9 | -3.0 | * |
| | 10 | 9 | 8.0 | 7.8 | - .1 | 9.1 | -1.0 | * |
| | 11 | 8 | 10.5 | 9.5 | -1.0 | 11.4 | -2.0 | * |
| | 12 | 1 | 6.9 | 7.5 | .6 | 8.0 | - .5 | * |

ROSE: "+" = Exceeded Predicted Score
"=" = Achieved Predicted Score
"-" = Below Predicted Score

* Number of students with valid scores is too small for analysis.
** No scores available.

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## FIGURE IV-14
## GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: ROSE Results, Students Served in Spring, 1989, Reading, Junior High School and Elementary

| PROGRAM | GRADE | N | PRETEST | POSTTEST | GAIN | PREDICTED SCORE | RESIDUAL | ROSE |
|---|---|---|---|---|---|---|---|---|
| | | | | 7-8 | | | | |
| AIP | 7 | 24 | 5.6 | 6.3 | .7 | 6.3 | .1 | * |
| | 8 | 33 | 6.5 | 6.8 | .3 | 7.2 | - .4 | - |
| CIS | 7 | 26 | 6.1 | 6.9 | .8 | 6.8 | .1 | = |
| | 8 | 26 | 7.0 | 7.5 | .5 | 7.2 | - .1 | = |
| CAVE | 7 | 8 | 5.3 | 5.5 | .3 | 5.9 | - .4 | * |
| | 8 | 64 | 6.3 | 7.0 | .7 | 7.0 | 0 | = |
| PAL | 7 | 17 | 6.1 | 6.5 | .4 | 6.8 | - .3 | * |
| | 8 | 60 | 7.2 | 8.0 | .7 | 7.9 | 0 | = |
| Rice | 7 | 1 | 6.7 | 7.0 | .3 | 7.6 | - .6 | * |
| | 8 | 1 | 7.6 | 6.0 | -1.6 | 8.1 | -2.0 | * |
| Robbins | DID NOT MEET CRITERIA FOR ANALYSIS | | | | | | | |
| TAP | DID NOT MEET CRITERIA FOR ANALYSIS | | | | | | | |
| WIN | 7 | 20 | 6.2 | 6.0 | - .2 | 6.9 | - .9 | * |
| | 8 | 18 | 6.9 | 7.5 | .7 | 7.5 | 0 | * |
| | | | | K-6 | | | | |
| ASSIST | 2 | 15 | 1.8 | 2.6 | .8 | 2.7 | - .1 | * |
| | 3 | 18 | 2.9 | 3.2 | .2 | 3.7 | - .5 | * |
| | 4 | 35 | 3.8 | 3.9 | 0 | 4.5 | - .6 | - |
| | 5 | 22 | 4.4 | 4.8 | .3 | 4.9 | - .2 | * |
| | 6 | 25 | 4.7 | 5.6 | .9 | 5.3 | .3 | * |
| Mentor | 2 | 14 | 1.6 | 2.8 | 1.3 | 2.6 | .3 | * |
| | 3 | 12 | 3.1 | 3.8 | .7 | 3.9 | - .1 | * |
| | 4 | 13 | 3.4 | 4.2 | .8 | 4.2 | 0 | * |
| | 5 | 15 | 4.5 | 5.4 | .9 | 5.2 | .2 | * |
| | 6 | 17 | 5.8 | 6.4 | .6 | 6.5 | - .1 | * |
| PAL | 2 | 14 | 1.9 | 2.5 | .6 | 2.9 | - .4 | * |
| | 3 | 13 | 2.9 | 3.8 | .8 | 3.8 | 0 | * |
| | 4 | 18 | 3.5 | 3.8 | .3 | 4.2 | - .5 | * |
| | 5 | 16 | 4.3 | 4.9 | .6 | 4.9 | 0 | * |
| | 6 | 8 | 4.1 | 5.6 | 1.4 | 4.9 | - .6 | * |

ROSE: "+" = Exceeded Predicted Score
"=" = Achieved Predicted Score
"-" = Below Predicted Score

* Number of students with valid scores is too small for analysis.

### FIGURE IV-15
### GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: ROSE Results, Students Served in Spring, 1989, Math, High School

| Program | GRADE | N | PRETEST | POSTTEST | GAIN | PREDICTED SCORE | RESIDUAL | ROSE |
|---|---|---|---|---|---|---|---|---|
| CIS | 9 | 9 | 8.3 | 8.2 | - .2 | 9.4 | -1.0 | * |
| | 10 | 4 | 11.1 | 10.7 | - .5 | 11.8 | -1.0 | * |
| | 11 | 7 | 11.5 | 11.0 | - .5 | 12.5 | -2.0 | * |
| | 12 | 18 | 12.0 | 12.1 | .1 | 12.7 | - .6 | * |
| CVAE | 9 | 57 | 8.0 | 8.2 | .2 | 9.0 | - .8 | - |
| | 10 | 67 | 8.2 | 8.9 | .6 | 9.2 | - .4 | = |
| | 11 | 33 | 9.7 | 9.9 | .2 | 10.6 | - .7 | - |
| | 12 | 32 | 10.8 | 11.2 | .4 | 11.8 | - .6 | = |
| GRAD | 9 | 76 | 8.2 | 8.7 | .6 | 9.2 | - .5 | - |
| | 10 | 36 | 10.3 | 10.2 | - .1 | 11.2 | -1.0 | - |
| | 11 | 38 | 11.5 | 11.2 | - .3 | 12.3 | -1.0 | - |
| | 12 | 31 | 13.0 | 13.0 | 0 | 13.5 | - .5 | = |
| JCL | 9 | 14 | 7.4 | 7.1 | - .2 | 8.3 | -1.0 | * |
| | 10 | 7 | 8.1 | 8.5 | .4 | 8.9 | - .3 | * |
| Mentor | 9 | 3 | 8.8 | 9.9 | 1.2 | 9.8 | .1 | * |
| | 10 | 11 | 8.7 | 9.7 | 1.0 | 9.5 | .2 | * |
| | 11 | 2 | 15.1 | 16.0 | .9 | 15.3 | .7 | * |
| | 12 | 2 | 13.3 | 16.8 | 3.5 | 13.9 | 2.9 | * |
| PAL | 9 | 35 | 8.6 | 9.3 | .8 | 9.4 | - .4 | = |
| | 10 | 6 | 8.7 | 8.7 | - .1 | 9.8 | -1.0 | * |
| | 11 | 3 | 12.7 | 13.8 | 1.1 | 13.5 | .3 | * |
| | 12 | 2 | 8.9 | 7.0 | -1.9 | 9.7 | -3.0 | * |
| PEAK | 9 | 9 | 7.4 | 8.4 | 1.0 | 8.6 | - .3 | * |
| Rice | 9 | 4 | 7.1 | 7.8 | .7 | 8.4 | - .5 | * |
| | 10 | 4 | 9.6 | 9.3 | - .3 | 10.3 | -1.0 | * |
| Robbins | 9 | 23 | 8.4 | 8.3 | - .1 | 9.6 | -1.0 | * |
| | 10 | 15 | 9.1 | 9.4 | .4 | 10.0 | -6.0 | * |
| | 11 | 3 | 11.7 | 12.3 | .6 | 13.0 | - .7 | * |
| | 12 | 2 | 12.8 | 12.4 | - .4 | 13.2 | - .7 | * |
| TAP | | DID NOT MEET CRITERIA FOR ANALYSIS | | | | | | |
| ZENITH | 9 | 3 | 8.7 | 9.5 | .8 | 9.5 | 0 | * |
| | 10 | 9 | 7.8 | 8.0 | .3 | 8.7 | - .7 | * |
| | 11 | 8 | 10.0 | 10.0 | 0 | 11.0 | -1.0 | * |
| | 12 | 1 | 7.9 | 6.2 | -1.7 | 8.9 | -3.0 | * |

ROSE: "+" = Exceeded Predicted Score
"=" = Achieved Predicted Score
"-" = Below Predicted Score

* Number of students with valid scores is too small for analysis.

## FIGURE IV-16
## GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: ROSE Results, Students Served in Spring, 1989, Math, Junior High School and Elementary

| PROGRAM | GRADE | N | PRETEST | POSTTEST | GAIN | PREDICTED SCORE | RESIDUAL | ROSE |
|---|---|---|---|---|---|---|---|---|
| | | | | 7-8 | | | | |
| AIP | 7 | 24 | 6.2 | 7.0 | .7 | 6.8 | .1 | * |
| | 8 | 32 | 6.6 | 7.2 | .6 | 7.2 | 0 | = |
| CIS | 7 | 26 | 6.4 | 7.0 | .6 | 7.0 | 0 | = |
| | 8 | 25 | 7.4 | 7.6 | .2 | 7.9 | -.4 | * |
| CVAE | 7 | 8 | 6.2 | 6.6 | .4 | 6.8 | -.2 | * |
| | 8 | 68 | 6.7 | 7.2 | .5 | 7.3 | 0 | = |
| PAL | 7 | 17 | 6.2 | 7.1 | .8 | 6.9 | .2 | * |
| | 8 | 63 | 7.4 | 7.7 | .4 | 7.9 | -.2 | - |
| Rice | 7 | ** | ** | ** | ** | ** | ** | ** |
| | 8 | 1 | 5.7 | 5.7 | 0 | 6.2 | -.5 | * |
| Robbins | DID NOT MEET CRITERIA FOR ANALYSIS | | | | | | | |
| TAP | DID NOT MEET CRITERIA FOR ANALYSIS | | | | | | | |
| WIN | 7 | 21 | 6.1 | 6.7 | .5 | 6.7 | -.1 | * |
| | 8 | 19 | 6.7 | 7.3 | .5 | 7.3 | 0 | * |
| | | | | K-6 | | | | |
| ASSIST | 2 | 15 | 2.0 | 3.2 | 1.1 | 3.0 | .1 | * |
| | 3 | 17 | 3.4 | 3.4 | 0 | 4.2 | -.8 | * |
| | 4 | 35 | 3.8 | 4.3 | .4 | 4.6 | -.3 | - |
| | 5 | 21 | 4.6 | 5.0 | .4 | 5.3 | -.3 | * |
| | 6 | 25 | 5.3 | 6.2 | .9 | 5.8 | .4 | * |
| Mentor | 2 | 13 | 1.7 | 2.8 | 1.1 | 2.7 | 0.1 | * |
| | 3 | 12 | 2.9 | 3.6 | .7 | 3.9 | -.2 | * |
| | 4 | 12 | 3.6 | 4.3 | .7 | 4.4 | -.1 | * |
| | 5 | 14 | 4.4 | 5.4 | 1.0 | 5.2 | .2 | * |
| | 6 | 17 | 5.8 | 6.4 | .6 | 6.4 | 0 | * |
| PAL | 2 | 14 | 2.2 | 3.2 | 1.0 | 3.2 | -.1 | * |
| | 3 | 12 | 3.1 | 3.8 | .7 | 4.0 | -.2 | * |
| | 4 | 18 | 3.6 | 4.4 | .7 | 4.5 | -.1 | * |
| | 5 | 16 | 4.5 | 5.3 | .8 | 5.2 | .1 | * |
| | 6 | 8 | 4.9 | 6.1 | 1.2 | 5.6 | .5 | * |

ROSE: "+" = Exceeded Predicted Score
"+" = Achieved Predicted Score
"-" = Below Predicted Score

* Number of students with valid scores is too small for analysis.
** No scores available.

## WHAT WERE THE RETENTION AND DROPOUT RATES FOR 1988-89 FOR PARTICIPANTS IN DROPOUT PREVENTION PROGRAMS?

Figure IV-14 presents the percentages of students in each dropout prevention program who dropped out by the end of the fifth six weeks of 1988-89, according to the semester of service. Also shown are the percentages of students recommended for retention as of May, 1989.

Among students served in fall, 1988, the lowest dropout rate at high school was for students served by JCL, followed by TAP, then Robbins. The lowest retention rate was for Robbins students. The highest percentage of retained students were served by TAP. At the junior high school level, the lowest dropout rate was among students served by CVAE, followed by WIN, then AIP. No students served in the fall by Robbins and TAP were recommended for retention. Other than Zenith, a larger percentage of students served by Project GRAD dropped out than the percentages served by any other high school program.

Among spring, 1989, program participants, the lowest dropout rate at high school was for students served by PAL, followed by Zenith, then JCL; the highest rate was for students served by GRAD. At junior high school, none of the students served by CVAE and Rice dropped out. Only 1% and 1.5% of the students served by CIS and AIP, respectively, dropped out.

Dropout rates among spring program participants were lower for five and higher for three high school programs, compared to the dropout rate among AISD high school students overall. Spring participants in four junior high school programs dropped out at lower rates than the AISD junior high school average. Participants in three junior high school programs dropped out at higher rates than junior high school students districtwide.

Spring, 1989, participants in all high school programs were retained at higher rates than the rate for high school students districtwide. Except for Robbins and TAP, spring participants in junior high school programs were likewise retained at rates exceeding the District average. Project ASSIST students were retained at a lower rate than elementary students districtwide, but Mentor and PAL students were retained at higher rates.

## FIGURE IV-17
## GENESYS Statistics for AISD Dropout Prevention Programs, 1988-89: Dropouts/Retained

|  |  |  | 9-12 |  |  |  |
|---|---|---|---|---|---|---|
|  | Served in Fall, 1988 |  |  | Served in Spring, 1989 |  |  |
|  | Dropouts | Retained | (N) | Dropouts | Retained | (N) |
| CIS | N/A | N/A | N/A | 6.9 | 28.2 | (130) |
| CVAE | 24.4 | 29.7 | (464) | 6.1 | 45.0 | (627) |
| GRAD | 37.8 | 25.8 | (827) | 31.6 | 34.7 | (1181) |
| JCL | 12.2 | 31.7 | (41) | 4.3 | 43.5 | (46) |
| Mentor | N/A | N/A | N/A | -- | 69.2 | (39) |
| PAL | ** | ** | ** | .8 | 55.6 | (124) |
| PEAK | N/A | N/A | N/A | 5.8 | 73.3 | (86) |
| Rice | 31.4 | 47.7 | (86) | 14.1 | 69.1 | (192) |
| Robbins | 23.7 | 16.0 | (186) | 12.1 | 35.8 | (239) |
| TAP | 16.7 | 52.1 | (48) | * | * | (1) |
| Zenith | 42.9 | 35.7 | (28) | 1.8 | 52.6 | (57) |
| AISD 9-12 | NOT CALCULATED FOR FALL |  |  | 8.8 | 22.2 | (14,730) |
|  |  |  | 7-8 |  |  |  |
| AIP | 8.7 | 32.4 | (219) | 1.5 | 86.4 | (206) |
| CIS | N/A | N/A | N/A | 1.0 | 37.4 | (99) |
| CVAE | 2.6 | 31.0 | (155) | 0 | 33.1 | (124) |
| PAL | ** | ** | ** | 1.2 | 45.2 | (166) |
| Rice | 24.2 | 15.3 | (124) | 0 | 56.4 | (196) |
| Robbins | 30.0 | 0 | (70) | 35.6 | 0 | (45) |
| TAP | 17.9 | 0 | (39) | 30.8 | 0 | (13) |
| WIN | 4.2 | 33.3 | (144) | 11.7 | 47.7 | (78) |
| AISD 6-8 | NOT CALCULATED FOR FALL |  |  | 3.3 | 15.3 | (11,435) |
|  |  |  | K-6 |  |  |  |
| ASSIST | NOT | 1.1 | (188) | NOT | 1.4 | (277) |
| Mentor | CALCULATED | N/A | N/A | CALCULATED | 2.8 | (142) |
| PAL | FOR | ** | ** | FOR | 3.5 | (171) |
|  | ELEMENTARY |  |  | ELEMENTARY |  |  |
| AISD K-6 | NOT CALCULATED FOR FALL |  |  | -- | 2.1 | (35,363) |

* Number of students is too small for analysis.
** Incomplete first-semester data
N/A = Not applicable. Program began service in spring, 1989. CIS service may have been yearlong, but data were not provided until spring.
-- = Not calculated

## HOW DID THE DROPOUT RATES OF THE STUDENTS IN DROPOUT PREVENTION PROGRAMS COMPARE TO THEIR EXPECTED DROPOUT RATES?

To arrive at a "common denominator" by which to compare programs with dissimilar populations, an expected dropout rate for each program was calculated as follows:

1. Each student in a program was assigned a risk factor based on membership in a risk category (see Attachment III-1).

2. Risk factors for each student in a group were summed. The total was divided by the number of students in the group to yield a group risk rate. This group risk rate was the expected dropout rate for the group.

3. The actual dropout rate for the group was obtained.

4. The obtained dropout rate was divided by the expected dropout rate to yield an obtained rate as a percentage of the expected dropout rate. To the extent that this percentage is greater than 100%, a greater percentage of students dropped out than would be expected to drop out; hence, the program did worse than expected. To the extent that the percentage is smaller than 100%, the program had better success in preventing students from dropping out than would be expected.

Figure IV-18 presents the expected and obtained dropout rates and the obtained dropout rate as a percentage of expected dropout rate for selected 1988-89 high school and junior high school dropout prevention programs. Percentages are shown by semester of service. The figure shows:

- At the high school level, for programs providing service in fall, 1988, obtained rates exceeded expected rates for all programs. As a percentage of expected rates, obtained rates all exceeded 100% (meaning that the programs did worse than expected). Three exceeded 200%.

- At the junior high school level, CVAE, WIN, and AIP had lower than expected dropout rates for fall, 1988.

- Among high school programs providing service in spring, 1989, Mentor, PAL, Zenith, JCL, CVAE, and PEAK had dropout rates lower than expected.

- At the junior high school level, CVAE, Rice, PAL, CIS, and AIP had dropout rates lower than expected.

## FIGURE IV-18
## 1988-89 Dropout Rates for Selected Programs, Expected, Obtained, and Obtained as Percent of Expected

### GRADES 9-12

| | FALL 1988 | | | | SPRING 1989 | | | |
|---|---|---|---|---|---|---|---|---|
| Program | N | Expected Dropout Rate | Obtained Dropout Rate | Obtained % of Expected | N | Expected Dropout Rate | Obtained Dropout Rate | Obtained % of Expected |
| CIS | N/A | N/A | N/A | N/A | 130 | 6.72 | 6.9 | 102.7 |
| CVAE | 464 | 14.29 | 24.4 | 170.7 | 627 | 10.15 | 6.1 | 60.1 |
| GRAD | 813 | 13.45 | 37.8 | 281.0 | 1,163 | 10.96 | 31.6 | 288.3 |
| JCL | 51 | 11.09 | 12.2 | 110.0 | 46 | 7.85 | 4.3 | 54.8 |
| Mentor | N/A | N/A | N/A | N/A | 38 | 3.30 | 0 | 0 |
| PAL | ** | ** | ** | ** | 122 | 7.26 | 0.8 | 11.0 |
| PEAK | N/A | N/A | N/A | N/A | 86 | 8.31 | 5.8 | 69.8 |
| Rice | 86 | 13.82 | 31.4 | 227.2 | 192 | 10.10 | 14.1 | 139.6 |
| Robbins | 186 | 12.99 | 23.7 | 182.4 | 239 | 9.93 | 12.1 | 121.9 |
| TAP | 48 | 12.14 | 16.7 | 137.6 | * | * | * | * |
| Zenith | 28 | 19.57 | 42.9 | 219.2 | 57 | 13.42 | 1.8 | 13.4 |

### GRADES 7-8

| | FALL 1988 | | | | SPRING 1989 | | | |
|---|---|---|---|---|---|---|---|---|
| Program | N | Expected Dropout Rate | Obtained Dropout Rate | Obtained % of Expected | N | Expected Dropout Rate | Obtained Dropout Rate | Obtained % of Expected |
| AIP | 219 | 11.95 | 8.7 | 72.8 | 206 | 12.07 | 1.5 | 12.4 |
| CIS | N/A | N/A | N/A | N/A | 99 | 7.60 | 1.0 | 13.2 |
| CVAE | 155 | 7.74 | 2.6 | 33.6 | 124 | 7.52 | 0 | 0 |
| PAL | ** | ** | ** | ** | 166 | 10.59 | 1.2 | 11.3 |
| Rice | 111 | 20.09 | 24.2 | 120.4 | 196 | 14.66 | 0 | 0 |
| Robbins | 70 | 22.26 | 30.0 | 134.8 | 45 | 30.72 | 35.6 | 115.9 |
| TAP | 39 | 11.00 | 17.9 | 162.7 | 12 | 24.05 | 30.8 | 128.1 |
| WIN | 144 | 10.40 | 4.2 | 40.4 | 78 | 8.86 | 11.7 | 132.1 |

* Number of students is too small for analysis.
** Incomplete data
N/A = Not applicable. Program began service in spring, 1989. CIS service may have been yearlong, but data were not provided until spring.

The relationship between the expected and obtained dropout rates for programs is illustrated in Figures IV-19 through IV-22. In these figures, the obtained dropout rate for each program has been subtracted from the programs' expected dropout rate, and the difference has been graphed. For example, as shown in Figure IV-19, the difference between the expected dropout rate and the obtained dropout rate for CVAE students served in fall, 1988, is -10.1 percentage points. A greater percentage (10.1%) of students dropped out than expected based on their risk rate; i.e, the program did worse than expected ("below expected"). If the percentage expected to drop out had been the same as the percentage who did drop out (i.e., if the obtained rate equaled the expected rate), the expected difference would have been zero (0). If the expected percentage of students who dropped out had been less than the percentage who did drop out, the difference would have been greater than zero ("above expected").

Figure IV-19 illustrates the previous finding. The obtained rates for all fall, 1988, high school programs were higher than the expected rates; or, all programs had rates below the expectation for them based on their students' group risk rate. By contrast, the majority of high school programs serving students in spring, 1989, had rates above their expected levels (see Figure IV-20.)

Why high school programs apparently did so much better in spring than in fall is unknown. One possible explanation has to do with the dropout rate being used. For both fall and spring service, dropout rates are as of the fifth six weeks of 1988-89. This means that the dropout rate for students served in fall, 1988, is calculated in the semester following service, while the dropout rate for students served in spring, 1989, is calculated during their semester of service. In a sense, students served in the fall "have further to go" than students served in the spring; that is, they are further in time from the service provided by the program when the dropout rate is calculated.

**FIGURE IV-19**
**Difference Between Expected and Obtained Dropout Rates, High School Dropout Prevention Programs, Fall, 1988**

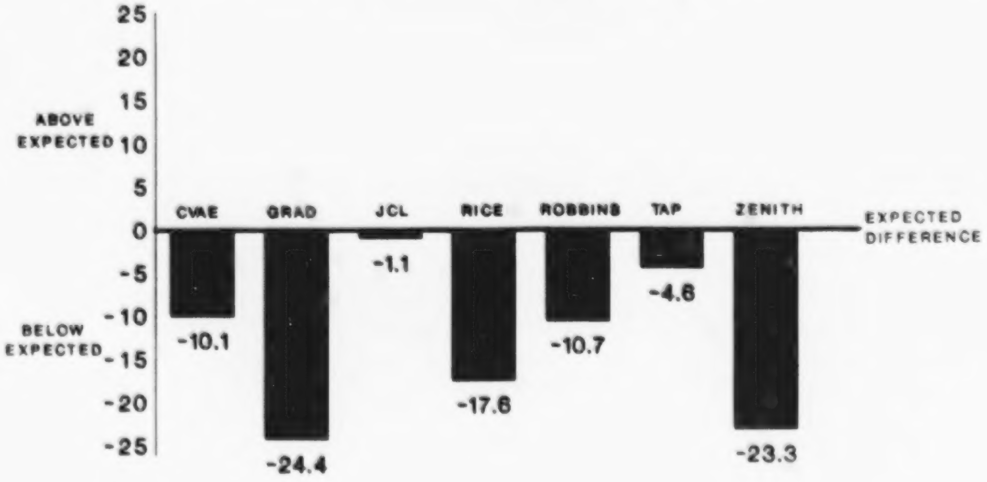


**FIGURE IV-20**
**Difference Between Expected and Obtained Dropout Rates, High School Dropout Prevention Programs, Spring, 1989**

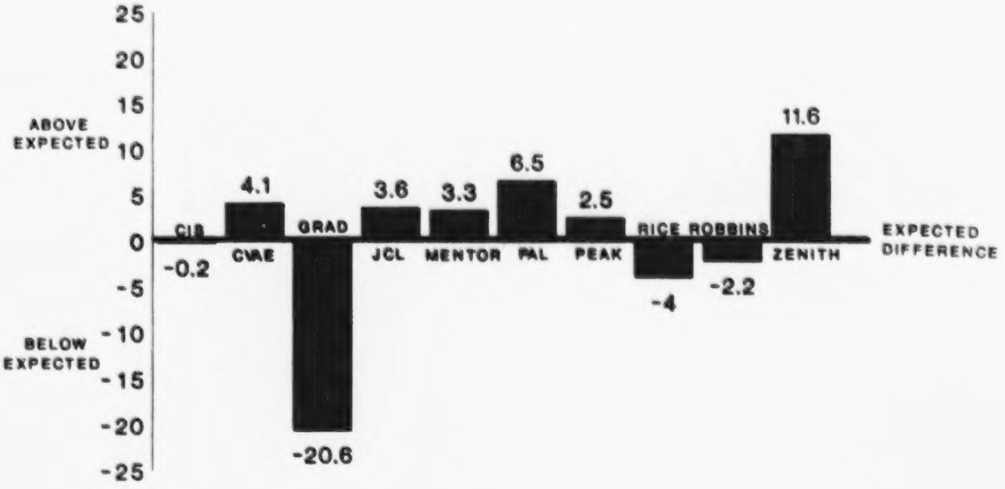


**FIGURE IV-21**
**Difference Between Expected and Obtained Dropout Rates, Junior High School Dropout Prevention Programs, Fall, 1988**

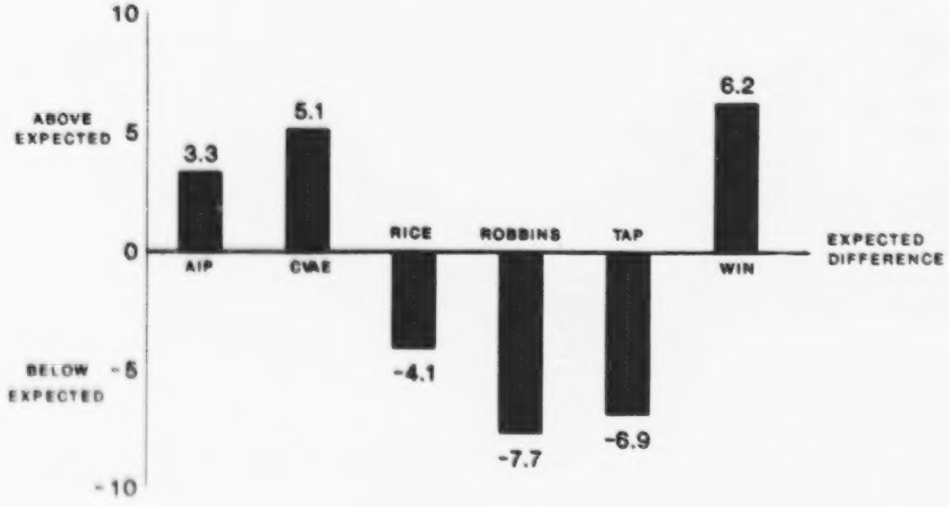
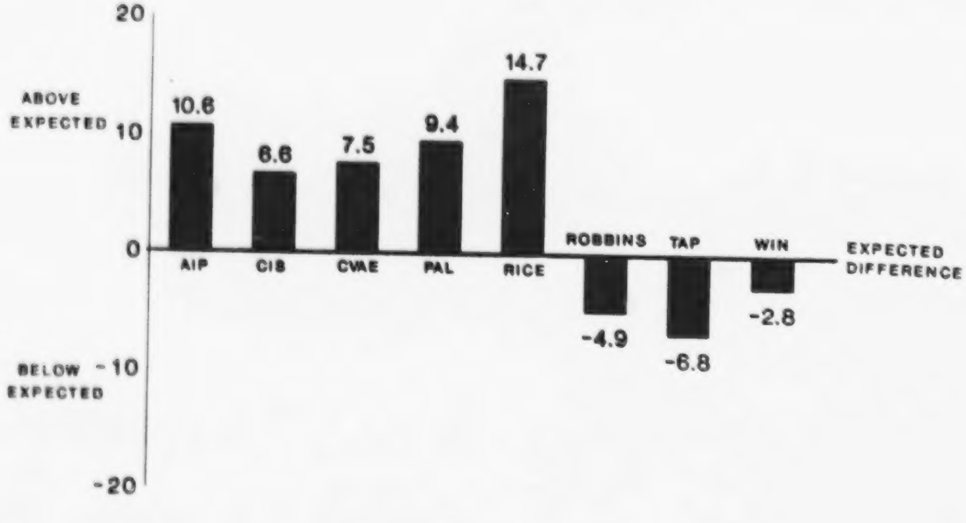


**FIGURE IV-22**
**Difference Between Expected and Obtained Dropout Rates, Junior High School Dropout Prevention Programs, Spring, 1989**



This explanation is weakened, however, by the picture at junior high school. See Figures IV-21 and IV-22. Half of the junior high programs had lower-than-expected dropout rates ("above expectation") in the fall. So, while the "distance from service" effect might be operating, it is also possible that the fall programs at junior high school were more effective in preventing dropouts than fall high school programs. Other explanations relying on the differences between high schools and junior high schools might also be advanced.

A few other observations about the data in these figures is in order. The large negative differences between the expected and the obtained dropout rates for Project GRAD in both the fall and the spring might suggest at first glance that the program was ineffective. Such a conclusion must be conditioned, however, by the fact that some of the students served by the WINGS specialists in Project GRAD were about to drop out or were already dropouts, while for the most part the students served by the other programs were still in school. In other words, for some students, the intervention attempted by the WINGS specialists came when they were "at the door," so to speak, or "after the fact."

At junior high school, the reversal in direction between fall and spring in the difference between the expected and obtained dropout rates for Rice Junior High School is interesting. A possible explanation is that the students served in fall, 1988, returned to their home campuses and once there dropped out in greater numbers than the students served in spring, 1989, who were still at Rice. The same explanation does not suffice, however, for the reversal for the WIN program from "above expected" in fall to "below expected" in spring.

## Overlap of Services by Dropout Prevention Programs

With so many programs presumably all serving similar students--similar at least in their being at-risk students--the question of the amount of overlap among programs arises. In other words, to what extent are the same students being served by multiple programs? This question has long been of concern to the District in connection with the various compensatory programs which serve elementary students. An annual Overlap Study examines the number of students who are being served by more than one program. (See 1988-89 Overlap Study, Spring, 1989, ORE Publication Number 88.08.) Both with compensatory programs and dropout prevention programs, duplicated services indicate that the District may not be utilizing its resources most effectively or that better coordination among programs is needed.

Figure IV-23 displays a duplicated count of students participating in each combination of programs. Each program shares all of its students with itself, of course; for example, the intersection of row A with column A is the number of students served by the Academic Incentive Program (AIP). Looking further to the right in this row reveals that 14 AIP students are also served by Robbins, 21 are also served by Communities in Schools (CIS), three by Project GRAD, 45 by the Peer Assistance Leadership program, eight by Rice, 11 by the Transitional Academic Program (TAP), three by the Coordinated Vocational Academic Education (CVAE) program, and 22 by the Work Incentive (WIN) program.

Inspection of Figure IV-23 reveals that:

- **There is a significant degree of overlap among programs.**
- Every one of the 14 dropout prevention programs shares students with at least one other program, most with multiple programs.
- Ten of the programs share students with six or more other programs. Five of the programs have an overlap in services with from 10 to 12 other programs.

## FIGURE IV-23
## Duplicated Counts of Dropout Prevention Programs

| PROGRAMS | A | B | C | G | J | K | M | P | R | S | T | V | W | Z |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A = AIP | 206 | 14 | 21 | 3 | 0 | 0 | 0 | 45 | 8 | 0 | 11 | 3 | 22 | 0 |
| B = ROBBINS | 14 | 284 | 2 | 21 | 1 | 8 | 1 | 36 | 4 | 0 | 8 | 4 | 0 | 0 |
| C = CIS | 21 | 2 | 262 | 20 | 0 | 0 | 3 | 3 | 4 | 0 | 0 | 57 | 0 | 0 |
| G = GRAD | 3 | 21 | 20 | 1163 | 2 | 31 | 8 | 24 | 39 | 0 | 3 | 116 | 0 | 7 |
| J = JCL | 0 | 1 | 0 | 2 | 46 | 0 | 1 | 1 | 2 | 0 | 0 | 6 | 0 | 0 |
| K = PEAK | 0 | 8 | 0 | 31 | 0 | 86 | 3 | 23 | 27 | 0 | 0 | 10 | 0 | 0 |
| M = MENTOR | 0 | 1 | 3 | 8 | 1 | 3 | 181 | 1 | 1 | 0 | 0 | 4 | 0 | 1 |
| P = PAL | 45 | 36 | 3 | 24 | 1 | 23 | 1 | 456 | 7 | 5 | 6 | 11 | 7 | 0 |
| R = RICE | 8 | 4 | 4 | 39 | 2 | 27 | 1 | 7 | 388 | 0 | 5 | 12 | 1 | 2 |
| S = ASSIST | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 276 | 0 | 0 | 0 | 0 |
| T = TAP | 11 | 8 | 0 | 3 | 0 | 0 | 0 | 6 | 5 | 0 | 13 | 0 | 0 | 0 |
| V = CVAE | 3 | 4 | 57 | 116 | 6 | 10 | 4 | 11 | 12 | 0 | 0 | 751 | 0 | 42 |
| W = WIN | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 1 | 0 | 0 | 0 | 78 | 0 |
| Z = ZENITH | 0 | 0 | 0 | 7 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 42 | 0 | 57 |

AIP = Academic Incentive Program, CIS = Communities in Schools,
JCL = Johnston Computer Lab, PEAK = Practical Effective Application of Knowledge,
PAL = Peer Assistance Leadership, GRAD = Grant Research About Dropouts,
ASSIST = Assisting Students in Stress Times, WIN = Work Incentive Program,
TAP = Transitional Academic Program,
CVAE = Coordinated Vocational Academic Education

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# Descriptions of AISD Dropout Prevention Programs, 1988-89

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| NAME OF PROGRAM | GRADES SERVED | FUNDING | NUMBER OF STAFF | CAMPUSES WITH PROGRAM | ELIGIBILITY STUDENTS SERVED | SUBJECT AREAS TAUGHT | PROGRAM FOCUS/ METHODS/GOALS |
|---|---|---|---|---|---|---|---|
| Academic Incentive Program (AIP) | 6, 7, and 8 | Local | AISD teachers assigned to classes | 13<br>(All middle and junior high schools) | Any student more than one year behind or any student eligible to be retained a second time | Mathematics, Reading and Language Arts | Students are "placed" into this program rather than being retained. Each AIP student is enrolled in two periods each of mathematics, reading and language arts. The Academic Incentive Program is one semester, and the curriculum requires intensive remediation in the three core courses. Upon successful completion of the program, students may return to the next level of the traditional program. |
| Assisting Special Students in Stressed Times (ASSIST) | K - through 6th | Federal<br>$63,252 | 3 ASSIST Room Monitors | 3<br>(Blackshear, Blanton, and Wooldridge Elementaries) | All disruptive elementary | None | Project ASSIST is an in-school suspension program for disruptive students who are temporarily unable to remain in the classrooms. It is based on an approach to discipline called "reality therapy," which stresses the importance of teaching students to accept responsibility for their own behavior in contrast to controlling behavior with punishment. Students are referred to an ASSIST room for periods of time ranging from 18 or more hours. While there, students are required to complete their regular classroom assignments and to develop a plan for dealing with their problems in an appropriate manner in the future. |

| NAME OF PROGRAM | GRADES SERVED | FUNDING | NUMBER OF STAFF | CAMPUSES WITH PROGRAM | ELIGIBILITY STUDENTS SERVED | SUBJECT AREAS TAUGHT | PROGRAM FOCUS/ METHODS/GOALS |
|---|---|---|---|---|---|---|---|
| Communities In Schools (CIS) | K - 12th | Public donation; Local; Federal | 10.5 | 4 (Travis Heights and Dawson Elementaries; Fulmore Middle School; Travis High School) | Students and their families referred by AISD administrators, counselors teachers, and peers | N/A | This service program "builds confidence, self-esteem, study skills, and job readiness for students." CIS may arrange for prenatal care to teen mothers, nutritional and infant care to teen parents, counseling services for students involved in the criminal justice system, or part-time employment information for students who require additional income to remain in school. |
| Coordinated Vocational Academic Education (CVAE) | 7 - 12 | N/A<br>($877,394) | N/A | 18 (Anderson, Austin Bowie, Crockett, Johnston, LBJ, Lanier, McCallum, Reagan, and Travis High Schools; Burnet, Covington Kealing, Lamar Martin, Mendez, O.Henry, and Porter Middle/ Junior High Schools) | At-risk students one or more years behind in grade and/or who have low test scores | Home Economics, Office Education, and Trade and Industrial | Special training to develop job specific skills in state approved single-skilled occupational categories is provided. Students are given the opportunity to acquire specific skills in practically any job title, and when the vocational skill training is completed the student's job title is "helper", carpenter's helper for example. |

Attachment IV-1
(Page 3 of 5)

| NAME OF PROGRAM | GRADES SERVED | FUNDING | NUMBER OF STAFF | CAMPUSES WITH PROGRAM | ELIGIBILITY STUDENTS SERVED | SUBJECT AREAS TAUGHT | PROGRAM FOCUS/ METHODS/GOALS |
|---|---|---|---|---|---|---|---|
| Grant Research About Dropouts (GRAD) | | Federal $208,151 | 7<br>Full time Evaluator, half time Evaluation Associate, and Secretary, plus 10 half time WINGS Specialists) | 11<br>(ORE plus the 10 high schools) | Dropouts and at-risk students | None | This program is patterned from the Corpus Christi School District and focuses on three areas:<br>o The effectiveness of the dropout intervention specialists.<br>o Improving the identification of at-risk students with an emphasis on better intervention strategies.<br>o Learning about the effectiveness of various dropout intervention programs. |
| Johnston Comprehensive Competencies Program (CCP) | 9 through 12 | Federal $54,096 | 2<br>(Teacher and Teacher's Aide) | 1<br>(Johnston High School) | At-risk students as identified by the counselor, students referred by parents, students who have failed math and/or reading | English, Math, and Reading | This two- hour block class enforces basic skill acquisition and is a cooperative effort of AISD and the Creative Rapid Learning Center at Johnston High School. CCP students receive credit for two basic high school courses, Fundamentals of Math (FOM) and Correlated Language Arts (CLA). Interactive computers, workbooks, keyboarding skills, and word processing are used to assist those students who read below the fourth grade level. |
| Mentor | Pre-K through 12th | Local | 1<br>(IBM Executive-on-Loan) | 16<br>(Anderson, Austin Johnston, Lanier L.B.J., and Travis High Schools; Murchison and Porter Middle Schools; Allison, Bryker Woods, Campbell, Highland Park, Houston, Maplewood Pease, and Walnut Creek Elementary) | Pre-K through 12th | None | This project recruits, trains, and pairs interested business and community people to serve as adult role models. Both the student and the parent consent to participation, and the mentor comes to the campus to visit with an assigned student on a regular basis. The pair may lunch, review and discuss homework assignments, read books, and/or share hobbies. The mentor may also send notes of encouragement or congratulations for school accomplishments. |

Attachment IV-1
(Page 4 of 5)

| NAME OF PROGRAM | GRADES SERVED | FUNDING | NUMBER OF STAFF | CAMPUSES WITH PROGRAM | ELIGIBILITY STUDENTS SERVED | SUBJECT AREAS TAUGHT | PROGRAM FOCUS/ METHODS/GOALS |
|---|---|---|---|---|---|---|---|
| Peer and Assistance Leadership (PAL) | 1 through 12 | Federal $20,000 | 16 | 19<br>(Austin, Bowie, Lanier, L.B.J, McCallum, Reagan Robbins, and Travis, High/Secondary Schools;<br>Bedichek, Burnet, Dobie, Kealing, Mendez, Pearce, Fulmore, Lamar, Martin, Murchison and O'Henry Junior High/Middle Schools) | 11th and 12th graders work with younger students (K-12) | Tutoring, drug use prevention, and problem solving | This is a course which trains 11th and 12th graders to help younger students have a more positive and productive school experience. The students who take the course receive one unit of high school credit and serve as friends and listeners to 2-20 younger students. The PAL students are trained to get adult help if the younger students need it. |
| Practical, Effective, Appropriate Knowledge (PEAK) | 9-12 | Local | AISD teachers assigned to classes | 5<br>(Austin, Crockett, Johnston, LBJ and Rice High/Secondary Schools) | Former AIP, TAP and other at-risk students | Personal/ Interpersonal Skills, Effective Learning Strategies, Advanced Communication Skills, Knowledge, and Future Planning. | This program is a sequence of eight semesters of high school courses designed to continue the progress "at-risk" students made in other programs in earlier grades. Each objective or area is taught for one year, 2 semesters, and students may exit and/ or reenter the course sequence as counselors deem necessary and are required to continue in the program until counselors and teachers feel such support is no longer necessary. |
| Rice Secondary School | 6 - through 12 | Local | 27<br>(1 Principal, 2 Secretaries, 1 Senior Clerk, 1 Psychologist, 1 Counselor, 3 Project Specialists, 2 Teacher Assistants, and 16 Teachers) | One campus serving all secondary schools | Secondary students who have been removed form their home schools for disciplinary reasons | Academics and appropriate electives | The students who attend this school require a highly structured, yet supportive learning environment and are assigned for one or two semesters. An individualized, self-paced instructional program allows the students to enter at various points. The Transitional Academic Program is also offered, and Rice provides students with follow-up services when they return to their schools. |

| NAME OF PROGRAM | GRADES SERVED | FUNDING | NUMBER OF STAFF | CAMPUSES WITH PROGRAM | ELIGIBILITY STUDENTS SERVED | SUBJECT AREAS TAUGHT | PROGRAM FOCUS/ METHODS/GOALS |
|---|---|---|---|---|---|---|---|
| Robbins Secondary School | 8 - 12 | Local<br>$589,563 | 22<br>(1 Principal, 1 Registrar, 1 Counselor, 1 Data Processing Coordinator, 1 Attendance Clerk, 1 Librarian, and 16 Teachers) | One alternative campus serving all secondary schools | Non-traditional students who are unable to experience academic success in their home schools | Regular curriculum | This alternative school provides self-paced individualized instruction which is supported by flexibility in scheduling and by learning contracts with built-in diagnostic teaching cycles. Students elect to enroll and participate in this non-graded program, and they can elect to complete all graduation requirements at Robbins. |
| Transitional Academic Program (TAP) | 8 and 9 | N/A | N/A | 6<br>(Crockett, Lanier LBJ, and Travis High Schools; Rice and Robbins Secondary Schools) | Retained or at-risk students in the 8th grade | English, Math, and Reading | Retained eighth grade students are selected to remediate up to three eighth grade courses while they begin their high school coursework. Students are parallel-enrolled in eighth and ninth grade courses on high school campuses, and they participate in this program for one semester. |
| Work Incentive Program (WIN) | 7 and 8 | N/A | N/A | 8<br>(Bedichek, Burnet, Lamar, Mendez, O'Henry and Porter Middle Schools; Kealing and Martin Junior High Schools) | For students who do not meet promotion standards or who are borderline or at risk of failing their courses | Organizational Skills, Study Skills, Goal Setting, and Content Tutoring | This is a two-period course that provides support to students who are endanger of meeting promotion standards or course requirements. It is usually offered as a substitute for one elective course but can also be a two to three hour block emphasizing content matter, such as mathematics or science. |
| Zenith Diploma | 17 - 21 year-olds | Local | 9 Teachers/ 2 Aides<br>(5 Evening School, with 2 Aides, 2 Johnston, and 2 McCallum) | 3<br>(Johnston, McCallum, and Evening School) | At-risk students and dropouts | Conceived from the Adult Competency Based Diploma Program | Students complete identified essential elements for all required high school courses and are required to complete 21 credit hours with at least 70% mastery. A prescription is developed for each student which includes academic, life, and vocational skills. Daily school attendance is mandatory, and the student's academic day consists of a 4-hour day at a jobsite and a 3.75-hour classroom requirement. Before the high school diploma is received, students must demonstrate competency on the TEAMS Exit-Level Test. |

## WINGS Dropout Prevention Programs, 1988-89

- Academic Incentive Program (AIP)
- Adopt-A-School Program
- AIM (Ability, Interest, Motivation) High Program
- Attendance Investigators
- Bilingual Programs
- Communities in Schools
- Comprehensive Competencies Program (CCP)
- Dill School Program
- Drug Abuse Resistance Education (DARE)
- Education for Parenthood Infant Development Centers
- Effective School Strategies
- Elementary Tutorial Program
- Evening High School
- Exemplary Center for Reading Instruction (ECRI) Program for Mildly/Moderately Dyslexic Students
- Guidance and Counseling
- Honors Program
- Middle School - Summer Program
- Migrant Program
- Parent Training Specialists
- Parental Involvement Program
- Peer Assistance and Leadership Program (PAL)
- Prekindergarten Program
- Prevention and Remediation in Drug Education (PRIDE)
- Priority Schools
- Project ASSIST (Assist Special Students in Stressed Times)
- Project Mentor
- Project Teach and Reach
- F. R. Rice Secondary School
- W. R. Robbins Secondary School
- School-Community Guidance Counselors (SCGC)
- School-Community Liaison Representatives
- Science Academy
- Secondary English As A Second Language (ESL)
- Secondary Tutoring Program
- Special Education
- Stay-In-School (SIS) Programs
- Student Assistance Program (SAP)
- Summer High School
- Teacher Expectations and Student Achievement (TESA)
- Teenage Parent Program (TPP)
- Title VII Tutorial Programs
- Transitional Academic Program (TAP)
- Transitional Bilingual Education (TBE) Program
- Transitional First-Grade Classrooms
- Visiting Teachers (VT)
- Vocational Education
- Volunteer Programs
- WINGS Intervention Specialists (Project GRAD)
- Work Incentive Program (WIN)
- Zenith Diploma Program

# GENESYS Comparison of High School Dropout Prevention Programs

Attachment IV-3

| | TRANSITIONAL ACADEMIC PROGRAM | | JOHNSTON COMPUTER LAB | | | ROBBINS | | RICE | | PROJECT MENTOR | | COORDINATED VOCATIONAL ACADEMIC EDUCATION | | | COMMUNITIES IN SCHOOLS | PEER ASSISTANCE LEADERS | ZENITH | | PROJECT GRAD | | AISD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F88 | F88 | F88 | S89 | F88 | F88 | S89 | S89 | F88 | S89 | S89 | S89 | F88 | F88<br>S89 | F88<br>S89 | S89 | S89 | F88 | F88 | S89 | S89 |
| | 9 | 8-9 | 9-11 | 9-12 | 9-11 | 9-12 | 9-12 | 9-12 | 9-12 | 7-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 |
| Number Served | 48 | 87 | 51 | 46 | 41 | 186 | 239 | 192 | 86 | 39 | 38 | 627 | 464 | 888 | 130 | 124 | 57 | 28 | 827 | 1181 | 14,730 |
| Ethnicity | | | | | | | | | | | | | | | | | | | | | |
| B% | 27 | 29 | 29 | 28 | 37 | 38 | 38 | 55 | 58 | 33 | 34 | 24 | 25 | 24 | 17 | 29 | 16 | 7 | 17 | 19 | 21 |
| H% | 46 | 48 | 71 | 70 | 63 | 30 | 34 | 32 | 28 | 44 | 45 | 53 | 48 | 52 | 58 | 31 | 74 | 79 | 46 | 45 | 27 |
| O% | 27 | 23 | 0 | 2 | 0 | 33 | 28 | 13 | 14 | 23 | 21 | 23 | 27 | 24 | 25 | 40 | 11 | 14 | 37 | 36 | 52 |
| Sex | | | | | | | | | | | | | | | | | | | | | |
| M% | 58 | 54 | 51 | 57 | 39 | 42 | 49 | 80 | 74 | 46 | 45 | 53 | 56 | 54 | 32 | 56 | 53 | 68 | 57 | 52 | 50 |
| F% | 42 | 46 | 49 | 43 | 61 | 58 | 51 | 20 | 26 | 54 | 55 | 47 | 44 | 46 | 68 | 44 | 47 | 32 | 43 | 48 | 50 |
| Low Income % | 44 | 54 | 65 | 61 | 68 | 28 | 40 | 59 | 64 | 49 | 50 | 43 | 33 | 40 | 53 | 40 | 46 | 29 | 34 | 35 | 22 |
| LEP % | 2 | 1 | 20 | 13 | 15 | 1 | 1 | 5 | 5 | - | - | 6 | 4 | 5 | 10 | 4 | 5 | 11 | 3 | 4 | 2 |
| Overage for Grade % | 48 | 56 | 88 | 85 | 85 | 80 | 73 | 75 | 87 | 46 | 47 | 80 | 81 | 80 | 63 | 63 | 95 | 96 | 75 | 70 | 33 |
| Special Ed % | 2 | 3 | 6 | 13 | 7 | 3 | 2 | 18 | 20 | 13 | 13 | 16 | 19 | 16 | 40 | 10 | 9 | 0 | 14 | 13 | 9 |
| Attendance | | | | | | | | | | | | | | | | | | | | | |
| 88/89 Spring | 78.8 | 78.8 | 81.7 | 84.0 | 81.8 | 78.8 | 76.3 | 79.8 | 81.6 | 80.4 | 80.1 | 77.8 | 81.1 | 78.8 | 83.5 | 83.8 | 76.6 | 70.0 | 71.2 | 67.2 | 90.2 |
| 88/89 Fall | 84.4 | 84.4 | 88.2 | 89.3 | 88.3 | 82.2 | 83.6 | 83.8 | 80.8 | 89.8 | 89.7 | 83.8 | 82.1 | 82.1 | 89.7 | 91.4 | 84.1 | 83.2 | 70.6 | 76.9 | 93.3 |
| 87/88 Spring | 84.7 | 84.7 | 81.6 | 88.6 | 82.9 | 81.4 | 82.4 | 81.4 | 75.1 | 87.9 | 87.9 | 85.2 | 81.7 | 83.1 | 85.4 | 89.1 | 87.0 | 77.6 | 77.8 | 79.3 | |
| 87/88 Fall | 88.8 | 88.8 | 86.9 | 91.6 | 87.6 | 87.7 | 90.0 | 88.3 | 86.3 | 90 | 90.9 | 90.1 | 87.2 | 88.7 | 90.3 | 93.7 | 93.1 | 84.8 | 85.1 | 87.1 | |
| Discipline | | | | | | | | | | | | | | | | | | | | | |
| % Involved | | | | | | | | | | | | | | | | | | | | | |
| 88/89 Spring | 14.6 | 11.5 | 5.9 | 15.2 | 7.3 | 5.4 | 9.2 | 29.7 | 8.1 | 12.8 | 13.2 | 5.4 | 4.1 | 5.4 | 2.3 | 6.5 | 3.5 | 0.0 | 5.3 | 6.9 | 4.2 |
| 88/89 Fall | 16.7 | 12.6 | 9.8 | 8.7 | 9.8 | 14.5 | 11.7 | 53.6 | 75.6 | 10.3 | 10.5 | 7.0 | 7.1 | 7.4 | 0.8 | 10.5 | 1.8 | 7.1 | 10.9 | 11.5 | 3.3 |
| 87/88 Spring | 14.6 | 13.8 | 13.7 | 17.4 | 14.6 | 6.5 | 10.9 | 24.0 | 33.7 | 7.7 | 7.9 | 9.3 | 8.2 | 8.6 | 3.8 | 15.3 | 7.0 | 7.1 | 9.9 | 8.7 | 3.3 |
| 87/88 Fall | 16.7 | 18.4 | 5.9 | 6.5 | 4.9 | 9.1 | 10.0 | 27.1 | 34.9 | 7.7 | 7.9 | 6.5 | 6.5 | 7.1 | 8.5 | 10.5 | 5.3 | 10.7 | 10.0 | 9.7 | 3.3 |
| Grades & Credits | | | | | | | | | | | | | | | | | | | | | |
| Credits Earned | | | | | | | | | | | | | | | | | | | | | |
| 88/89 Spring | 1.1 | 0.9 | 1.5 | 1.8 | 1.6 | 2.0 | 1.8 | 1.0 | 0.7 | 1.3 | 1.3 | 1.3 | 1.5 | 1.3 | 1.9 | 1.7 | 0.4 | 0.0 | 1.1 | 0.9 | 2.4 |
| 88/89 Fall | 1.1 | 1.3 | 1.5 | 1.6 | 1.6 | 2.8 | 2.4 | 1.1 | 1.5 | 1.7 | 1.7 | 1.8 | 1.5 | 1.6 | 2.5 | 2.0 | 1.3 | 1.0 | 0.8 | 1.2 | 2.6 |
| 87/88 Spring | - | - | 1.4 | 1.6 | 1.5 | 1.8 | 1.8 | 1.6 | 1.2 | 2.4 | 2.4 | 1.9 | 1.7 | 1.8 | 2.3 | 1.9 | 1.8 | 0.8 | 1.4 | 1.5 | 2.7 |
| 87/88 Fall | - | 0.5 | 1.5 | 1.9 | 1.6 | 1.8 | 1.9 | 1.7 | 1.3 | 2.1 | 2.2 | 2.1 | 1.8 | 2.0 | 2.3 | 2.0 | 1.9 | 1.1 | 1.7 | 1.8 | 2.7 |
| # F | | | | | | | | | | | | | | | | | | | | | |
| 88/89 Spring | 0.54 | 0.83 | 0.57 | 0.48 | 0.69 | 0.46 | 0.57 | 1.09 | 1.05 | 0.95 | 0.95 | 0.42 | 0.47 | 0.45 | 0.32 | 0.51 | 0.16 | 0.22 | 0.85 | .70 | 0.39 |
| 88/89 Fall | 0.44 | 0.63 | 0.49 | 0.75 | 0.56 | 0.60 | 0.67 | 1.08 | 1.36 | 0.63 | 0.60 | 0.59 | 0.51 | 0.55 | 0.39 | 0.76 | 0.48 | 0.00 | 0.68 | 0.68 | 0.42 |
| 87/88 Spring | - | - | 0.92 | 1.07 | 0.87 | 0.98 | 1.01 | 0.79 | 0.89 | 0.75 | 0.72 | 0.93 | 0.87 | 0.88 | 0.61 | 0.93 | 0.91 | 0.95 | 0.99 | 1.00 | 0.45 |
| 87/88 Fall | - | 0 | 1.72 | 1.48 | 1.67 | 0.80 | 0.89 | 0.99 | 0.96 | 0.96 | 0.92 | 0.91 | 0.94 | 0.95 | 0.64 | 0.74 | 1.14 | 0.88 | 1.07 | 0.93 | 0.45 |
| # NG | | | | | | | | | | | | | | | | | | | | | |
| 88/89 Spring | 2.57 | 3.01 | 1.36 | 1.77 | 1.40 | 0.87 | 1.11 | 2.60 | 3.16 | 2.24 | 2.16 | 1.79 | 1.64 | 1.76 | 1.69 | 2.01 | 0.70 | 1.83 | 2.47 | 3.02 | 0.75 |
| 88/89 Fall | 2.38 | 1.58 | 1.88 | 1.84 | 2.07 | 0.65 | 0.86 | 2.47 | 1.58 | 1.80 | 1.80 | 1.50 | 1.63 | 1.69 | 0.65 | 1.26 | 1.88 | 0.46 | 3.26 | 2.60 | 0.40 |
| 87/88 Spring | - | - | 2.18 | 1.54 | 1.94 | 0.99 | 1.20 | 2.00 | 2.45 | 0.42 | 0.40 | 1.11 | 1.53 | 1.36 | 0.65 | 1.07 | 1.36 | 2.09 | 1.99 | 1.71 | 0.28 |
| 87/88 Fall | - | 0 | 0.97 | 0.45 | 0.83 | 0.82 | 0.71 | 1.36 | 2.31 | 0.63 | 0.52 | 0.79 | 1.17 | 0.94 | 0.57 | 0.68 | 0.95 | 2.29 | 1.20 | 1.14 | 0.17 |
| GPA | | | | | | | | | | | | | | | | | | | | | |
| 88/89 Spring | 76.1 | 73.5 | 76.5 | 77.6 | 76.0 | 79.9 | 79.1 | 71.1 | 69.9 | 75.7 | 75.7 | 76.8 | 77.6 | 77.0 | 80.9 | 80.0 | 73.9 | 50.0 | 73.3 | 72.6 | 82.6 |
| 88/89 Fall | 78.5 | 78.1 | 77.8 | 75.6 | 77.1 | 79.2 | 78.5 | 72.0 | 73.8 | 75.8 | 75.9 | 77.0 | 76.7 | 76.6 | 80.7 | 78.4 | 75.7 | 80.4 | 71.6 | 74.3 | 82.3 |
| 87/88 Spring | - | - | 72.4 | 73.6 | 73.0 | 77.1 | 76.9 | 75.3 | 73.1 | 80.0 | 80.3 | 75.6 | 75.4 | 75.6 | 79.5 | 76.0 | 75.7 | 69.9 | 73.9 | 74.4 | 82.2 |
| 87/88 Fall | - | 82.7 | 71.4 | 72.6 | 72.2 | 77.6 | 77.2 | 75.5 | 72.1 | 79.0 | 79.1 | 76.5 | 75.7 | 76.1 | 77.9 | 79.9 | 76.3 | 73.4 | 74.8 | 76.0 | 82.3 |
| Dropout % (5th 6 wk) | 16.7 | 17.2 | 17.6 | 4.3 | 12.2 | 23.7 | 12.1 | 14.1 | 31.4 | - | 0 | 6.1 | 24.4 | 15.3 | 6.9 | 0.8 | 1.8 | 42.9 | 37.8 | 31.6 | 8.8 |
| Retained % | 52.1 | 56.8 | 33.3 | 43.5 | 31.7 | 16.0 | 35.8 | 69.1 | 47.7 | 69.2 | 63.2 | 45.0 | 29.7 | 38.6 | 28.2 | 55.6 | 52.6 | 35.7 | 25.8 | 34.7 | 22.2 |

# GENESYS Comparison of Junior High School Dropout Prevention Programs

| | TRANSITIONAL ACADEMIC PROGRAM | | ACADEMIC INCENTIVE PROGRAM | | ROBBINS | | RICE | | VOCATIONAL ACADEMIC EDUCATION | | | WIN | | | COMMUNITIE IN SCHOOLS | PEER ASSISTANCE LEADERSHIP | PEAK | AISD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F88 | S89 | F88 | S89 | F88 | S89 | F88 | S89 | F88 S89 | F88 | S89 | F88 | F88 S89 | S89 | F88 S89 | S89 | S89 | S89 |
| | 7-8 | 8-9 | 7-8 | 6-9 | 7-8 | 7-8 | 7-8 | 7-8 | 7-12 | 7-8 | 7-8 | 7-8 | 7-8 | 7-8 | 7-8 | 7-8 | 8-9 | 6-8 |
| Number Served | 39 | 13 | 219 | 206 | 70 | 45 | 124 | 196 | 171 | 155 | 124 | 144 | 188 | 78 | 99 | 166 | 86 | 11,435 |
| Ethnicity | | | | | | | | | | | | | | | | | | |
| B% | 31 | 31 | 21 | 26 | 29 | 29 | 27 | 27 | 39 | 40 | 36 | 20 | 24 | 37 | 16 | 31 | 28 | 20 |
| H% | 51 | 54 | 60 | 57 | 50 | 53 | 67 | 62 | 40 | 39 | 44 | 57 | 55 | 46 | 65 | 42 | 56 | 33 |
| O% | 18 | 15 | 19 | 17 | 21 | 18 | 6 | 12 | 22 | 21 | 20 | 23 | 21 | 17 | 19 | 27 | 16 | 47 |
| Sex | | | | | | | | | | | | | | | | | | |
| M% | 49 | 77 | 59 | 62 | 59 | 67 | 77 | 79 | 50 | 48 | 45 | 69 | 67 | 62 | 69 | 50 | 59 | 50 |
| F% | 51 | 23 | 41 | 38 | 41 | 33 | 23 | 21 | 50 | 52 | 55 | 31 | 33 | 38 | 31 | 50 | 41 | 50 |
| Low Income % | 67 | 23 | 70 | 65 | 56 | 51 | 79 | 76 | 61 | 63 | 60 | 58 | 61 | 63 | 68 | 59 | 57 | 40 |
| LEP % | 0 | 0 | 2 | 0 | 1 | 2 | 4 | 8 | 8 | 7 | 9 | 3 | 3 | 0 | 5 | 2 | 3 | 4 |
| Overage for Grade % | 67 | 100 | 80 | 79 | 83 | 98 | 84 | 77 | 66 | 65 | 63 | 63 | 64 | 59 | 66 | 57 | 58 | 31 |
| Special Ed % | 5 | 0 | 5 | 4 | 4 | 2 | 13 | 19 | 23 | 22 | 23 | 6 | 4 | 4 | 15 | 7 | 7 | 10 |
| Attendance | | | | | | | | | | | | | | | | | | |
| 88/89 Spring | 75.1 | 72.7 | 76.8 | 87.6 | 73.3 | 70.7 | 85.8 | 82.1 | 88.1 | 88.5 | 89.7 | 85.4 | 86.0 | 88.5 | 89.2 | 87.9 | 81.0 | 92.9 |
| 88/89 Fall | 84.3 | 76.4 | 86.5 | 89.0 | 78.3 | 73.5 | 85.8 | 84.9 | 92.3 | 92.3 | 93.6 | 88.2 | 88.6 | 91.2 | 90.6 | 89.7 | 90.2 | 95.0 |
| 87/88 Spring | 82.5 | 67.1 | 79.6 | 84.4 | 79.9 | 77.4 | 71.3 | 78.1 | 90.5 | 90.5 | 92.6 | 84.7 | 85.6 | 89.3 | 89.4 | 87.7 | 83.8 | |
| 87/88 Fall | 87.3 | 73.4 | 86.0 | 88.0 | 88.3 | 80.6 | 82.7 | 85.4 | 93.0 | 93.3 | 94.4 | 90.5 | 91.1 | 93.3 | 90.9 | 91.4 | 89.2 | |
| Discipline | | | | | | | | | | | | | | | | | | |
| % Involved | | | | | | | | | | | | | | | | | | |
| 88/89 Spring | 7.7 | 7.7 | 18.3 | 14.6 | 10.0 | 11.1 | 15.3 | 54.1 | 16.4 | 17.4 | 15.3 | 21.5 | 19.1 | 16.7 | 8.1 | 11.4 | 16.3 | 5.6 |
| 88/89 Fall | 7.7 | 15.4 | 12.8 | 16.5 | 5.7 | 15.6 | 57.3 | 33.2 | 15.8 | 16.8 | 13.7 | 12.5 | 16.0 | 21.8 | 16.2 | 15.7 | 17.4 | 4.4 |
| 87/88 Spring | 12.8 | 23.1 | 14.2 | 15.5 | 12.9 | 15.6 | 17.7 | 17.3 | 7.0 | 7.1 | 4.0 | 12.5 | 13.8 | 16.7 | 7.1 | 9.6 | 11.6 | |
| 87/88 Fall | 20.5 | 7.7 | 21.0 | 18.0 | 15.7 | 17.8 | 40.3 | 42.9 | 11.7 | 11.0 | 9.7 | 18.1 | 17.6 | 12.8 | 9.1 | 16.3 | 18.6 | |
| Grades & Credits | | | | | | | | | | | | | | | | | | |
| Credits Earned | | | | | | | | | | | | | | | | | | |
| 88/89 Spring | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 0.9 | - |
| 88/89 Fall | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1.3 | - |
| 87/88 Spring | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 87/88 Fall | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| # F | | | | | | | | | | | | | | | | | | |
| 88/89 Spring | - | - | 2.67 | 0.71 | - | - | 2.96 | 2.94 | 1.49 | 1.45 | 1.37 | 1.99 | 1.96 | 2.00 | 1.15 | 1.34 | 0.72 | 0.67 |
| 88/89 Fall | - | 0.50 | 1.15 | 1.87 | - | 2.20 | 1.96 | 2.86 | 1.33 | 1.32 | 1.22 | 1.78 | 1.86 | 1.92 | 1.73 | 1.35 | 0.98 | 0.54 |
| 87/88 Spring | 3.18 | 3.33 | 4.09 | 3.13 | 2.83 | 3.11 | 3.67 | 2.90 | 1.42 | 1.43 | 1.20 | 2.74 | 2.62 | 2.05 | 1.79 | 2.01 | 2.73 | 0.56 |
| 87/88 Fall | 2.64 | 3.80 | 3.40 | 2.79 | 2.13 | 2.62 | 3.15 | 2.94 | 1.44 | 1.46 | 1.15 | 2.64 | 2.52 | 1.92 | 1.61 | 1.80 | 2.46 | 0.54 |
| # NG | | | | | | | | | | | | | | | | | | |
| 88/89 Spring | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 3.41 | - |
| 88/89 Fall | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1.69 | - |
| 87/88 Spring | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 87/88 Fall | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| GPA | | | | | | | | | | | | | | | | | | |
| 88/89 Spring | - | - | 68.7 | 78.5 | - | - | 67.8 | 66.8 | 76.6 | 76.7 | 77.1 | 72.2 | 72.0 | 77.7 | 77.8 | 76.2 | 74.3 | 82.1 |
| 88/89 Fall | - | 80.2 | 76.0 | 74.4 | - | 74.9 | 73.3 | 68.8 | 76.5 | 76.6 | 77.5 | 74.2 | 73.3 | 72.2 | 74.2 | 77.3 | 74.2 | 82.9 |
| 87/88 Spring | 65.3 | 62.5 | 60.9 | 66.9 | 58.5 | 60.8 | 60.1 | 65.8 | 74.6 | 74.4 | 76.5 | 66.0 | 66.8 | 71.1 | 73.8 | 72.9 | 66.9 | 82.5 |
| 87/88 Fall | 69.1 | 65.2 | 65.1 | 68.2 | 70.9 | 67.4 | 64.9 | 66.5 | 75.7 | 75.8 | 77.3 | 68.9 | 69.9 | 73.3 | 74.1 | 73.7 | 69.7 | 82.7 |
| Dropout % (5th 6 wk) | 17.9 | 30.8 | 8.7 | 1.5 | 30.0 | 35.6 | 24.2 | 0 | 2.3 | 2.6 | 0.0 | 4.2 | 3.2 | 11.7 | 1.0 | 1.2 | 5.8 | 3.3 |
| Retained % | 0.0 | - | 32.4 | 86.4 | 0.0 | 0.0 | 15.3 | 56.4 | 32.2 | 31.0 | 33.1 | 33.3 | 42.0 | 7.77 | 37.4 | 45.2 | 73.3 | 15.3 |

Attachment IV-4

# GENESYS Comparison of Elementary Dropout Prevention Programs

Attachment IV-5

|  | PROJECT ASSIST |  |  | PROJECT MENTOR | PEER ASSISTANCE LEADERSHIP | AISD |
|---|---|---|---|---|---|---|
|  | F88 | F88<br>S89 | S89 | S89 | S89 | S89 |
|  | K-6 | K-6 | K-6 | K-6 | K-6 | PK-6 |
| Number Served | 188 | 278 | 277 | 142 | 171 | 35,363 |
| Ethnicity |  |  |  |  |  |  |
| B% | 62 | 60 | 61 | 27 | 23 | 19 |
| H% | 16 | 16 | 16 | 44 | 35 | 35 |
| O% | 22 | 24 | 23 | 28 | 42 | 47 |
| Sex |  |  |  |  |  |  |
| M% | 77 | 73 | 74 | 56 | 58 | 51 |
| F% | 23 | 27 | 26 | 44 | 42 | 49 |
| Low Income % | 68 | 72 | 71 | 70 | 64 | 49 |
| LEP % | 2 | 1 | 1 | 12 | 8 | 9 |
| Overage for Grade % | 39 | 39 | 39 | 44 | 47 | 20 |
| Special Ed % | 24 | 22 | 22 | 23 | 40 | 11 |
| Attendance |  |  |  |  |  |  |
| 88/89 Spring | 93.8 | 93.4 | 93.5 | 95.5 | 93.4 | 95.0 |
| 88/89 Fall | 96.0 | 95.7 | 95.7 | 96.2 | 94.5 | 96.0 |
| 87/88 Spring | 94.2 | 94.2 | 94.4 | 94.3 | 94.0 |  |
| 87/88 Fall | 96.8 | 96.3 | 96.4 | 96.2 | 95.8 |  |
| Discipline |  |  |  |  |  |  |
| % Involved |  |  |  |  |  |  |
| 88/89 Spring | 7.4 | 6.5 | 6.5 | 1.4 | 2.9 | 0.5 |
| 88/89 Fall | 3.2 | 2.2 | 1.8 | 2.1 | 3.5 | 0.2 |
| 87/88 Spring | 3.2 | 2.9 | 2.9 | 0.7 | 0.0 |  |
| 87/88 Fall | 2.1 | 1.8 | 1.8 | 1.4 | 2.3 |  |
| Grades & Credits |  |  |  |  |  |  |
| Credits Earned |  |  |  |  |  |  |
| 88/89 Spring | - | - | - | - | - | - |
| 88/89 Fall | - | - | - | - | - | - |
| 87/88 Spring | - | - | - | - | - | - |
| 87/88 Fall | - | - | - | - | - | - |
| # F |  |  |  |  |  |  |
| 88/89 Spring | - | - | - | - | - | - |
| 88/89 Fall | - | - | - | - | - | - |
| 87/88 Spring | - | - | - | - | - | - |
| 87/88 Fall | - | - | - | - | - | - |
| # NG |  |  |  |  |  |  |
| 88/89 Spring | - | - | - | - | - | - |
| 88/89 Fall | - | - | - | - | - | - |
| 87/88 Spring | - | - | - | - | - | - |
| 87/88 Fall | - | - | - | - | - | - |
| GPA |  |  |  |  |  |  |
| 88/89 Spring | - | - | - | - | - | - |
| 88/89 Fall | - | - | - | - | - | - |
| 87/88 Spring | - | - | - | - | - | - |
| 87/88 Fall | - | - | - | - | - | - |
| Dropout % (5th 6 wk) | - | - | - | - | - | - |
| Retained % | 1.1 | 1.4 | 1.4 | 2.8 | 3.5 | 2.1 |

# Part Five

# PROJECT GRAD

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# WINGS DROPOUT INTERVENTION SPECIALISTS

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## WHAT IS PROJECT GRAD?

Project GRAD (Grant Research About Dropouts) is supported by a grant from the U.S. Department of Education as a School Dropout Demonstration Assistance Program and is a two-year effort, beginning in the 1988-89 school year and continuing through August, 1990. A news article about the project is Attachment V-1.

The project has four objectives:

1. To provide AISD's 10 high school campuses with an increased capacity to keep students in school by piloting the use of dropout intervention specialists. This is the newest WINGS program in AISD. (WINGS is described in part four of this report. See also WINGS: Dropout Prevention Programs in the Austin Independent School District, 1988-89.)

2. To examine and improve the procedures for identifying at-risk students and using the available information to make appropriate intervention decisions with the students.

3. To enhance both the understanding of the effectiveness of several of the District's ongoing dropout prevention programs and the capacity to conduct evaluations of similar programs in the future.

4. To enhance the community's understanding of the scope and impact of the dropout problem and to enlist the support of other institutions in addressing the problem.

While a variety of questions are addressed in this report, Project GRAD focused on three areas:

- The effectiveness of the efforts of the dropout intervention specialists,

- Improving the identification of at-risk students, with an emphasis on better information reporting leading to better intervention strategies, and

- Learning about the effectiveness of various dropout intervention programs.

## HOW MUCH DID PROJECT GRAD COST?

AISD received $208,151 from the U.S. Department of Education (USDE) under the 1986 School Dropout Demonstration Assistance Act as a grant for a School Dropout Demonstration Assistance Program. These monies provided the salaries for 10 part-time dropout intervention specialists, one half-time evaluation associate, one half-time evaluation secretary, and one full-time evaluator. On its part, AISD furnished $38,019 in in-kind contributions of curriculum development, instructional materials, xeroxing and printing, part-time hourly clerical assistance, and computer time and supplies. Besides this direct monetary expenditure, District staff contributed considerable amounts of time to the project. Thus, including both the District's specified in-kind contributions and staff time, the cost of the project exceeded the $208,151 furnished by the federal grant. A copy of the project budget is provided in Attachment V-2.

## WHO ARE THE WINGS SPECIALISTS, AND WHAT IS THEIR BACKGROUND?

The WINGS Specialists are the dropout intervention specialists mentioned above. They are part-time personnel hired to complement the efforts of the campus at-risk coordinators working with the target population of at-risk students. One intervention specialist was assigned to each regular high school campus to provide academic and personal counseling assistance to potential dropouts and students who have already dropped out. A copy of the WINGS specialists' job description is Attachment V-3.

Although the 10 specialists have varied backgrounds, each has some experience in working with at-risk youth. Six were teachers or counselors in junior and senior high schools; two specialists were previous Texas Youth Commission employees; one worked with high-risk delinquent minors, and the other supervised nonviolent offenders in a halfway house. One specialist served for 20 years on the police force, and another interned as a counselor at the Austin Theological Seminary. He also interned at hospitals in Austin and San Antonio in psychiatric and emergency care services. Collectively, the WINGS Specialists have had a range of positions, some full-time and others less than full-time. All of the specialists have bachelors degrees, and one specialist has a masters. The WINGS Specialist with the masters degree is the only one who is a licensed, professional counselor.

## HOW MUCH TIME ARE AT-RISK COORDINATORS SPENDING ON DROPOUT-RELATED ACTIVITIES?

Part of the rationale for the District in applying for federal funds to employ dropout intervention specialists was to supplement the efforts of campus at-risk coordinators in helping at-risk students stay in school. AISD requires the identification of an at-risk coordinator at each campus. The role of the at-risk coordinator is to identify students at risk of dropping out and assist in the planning or coordination of efforts to keep these students in school. Generally, the at-risk coordinators are counselors, principals, or assistant principals because the duties of the at-risk coordinator have been given to campuses as an additional assignment without any additional personnel.

Several questions therefore arise about the amount of time the at-risk coordinators actually spend on dropout-related activities, whether their other responsibilities prevent them from devoting time to those activities, and whether the time they are able to spend is sufficient. Informal reports indicate that the degree to which the at-risk coordinators identify with their role and make it one of their major responsibilities varies by campus. Given the "add-on" nature of the at-risk coordinator assignment, the expectation would be that when the coordinators are spending a great deal of time working with potential dropouts other things are not being done and vice versa.

The relationship of the intervention specialists with the at-risk coordinators is also of interest. Pertinent questions here are whether the work of the at-risk coordinators and the WINGS specialists was coordinated, and whether the efforts of the intervention specialists supplemented those of the at-risk coordinators or replaced them. Information bearing on these questions was collected from the at-risk coordinators by means of the districtwide Employee Survey as well as from personal interviews conducted with the WINGS specialists in spring, 1989.

### Employee Survey

The spring, 1989, districtwide Employee Survey included 12 survey items related to dropouts. Campus at-risk coordinators (sometimes called dropout prevention coordinators) on elementary and secondary campuses were targeted to receive four questions about their role as at-risk coordinator. Secondary campus at-risk coordinators received two additional survey items.

The responses of the elementary and secondary campus at-risk coordinators to the survey items directed to them are shown in Figure V-1. Inspection of these results indicates that:

- Almost half (46%) of the at-risk coordinators report spending from 1 to 5 hours per week on dropout prevention work. Almost one quarter (24%), however, report spending more than 15 hours per week.

- Almost half (49%) of the at-risk coordinators agree that they spend so much time on other things that they do not have much time to work with potential dropouts. Over one third (38%), however, disagree that they do not have the time.

- More than one half (56%) of the at-risk coordinators disagree that the amount of time they spend on dropout prevention work is sufficient. On the other hand, one quarter (26%) of the coordinators agree they spend sufficient time on dropout prevention work.

- Nearly two thirds (65%) of the at-risk coordinators agreed that the information for identifying at-risk students provided to them by the Office of Research and Evaluation (ORE) is useful.

Secondary at-risk coordinators indicated that:

- The three factors which contribute most to decreasing the dropout rate on their campuses are special dropout prevention programs, school goal plans for dropouts, and at-risk information from ORE.

- Only one third (33%) agreed that they work closely with the WINGS intervention specialist on their campuses. Another one third disagreed that they have a close working relationship. The remainder were neutral or disclaimed being the at-risk coordinator.

Interestingly, from 2% to 6% (varying with the question) of the individuals responding to the survey items intended for campus at-risk coordinators indicated that they did not have that role, even though survey items were directed specifically to the campus staff identified by the office of the District's Dropout Prevention Coordinator as campus at-risk coordinators. This discrepancy suggests that on some campuses either the responsibility for being the at-risk coordinator shifts from one person to another, or that some staff have the responsibility in name only (maybe even unbeknownst to them). In either event, it seems that the role of campus at-risk coordinator may not be as well defined as might be desirable.

## FIGURE V-1
## Responses of Campus At-Risk Coordinators to Survey Items About Their Role

| ITEMS | RESPONSES OF: | | RESPONSES | | | | | | | | ITEM CHOICES | # OF PERSONS SAMPLED | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | A | B | C | D | E | F | G | Total | | # SENT | #/% VALID |
| 1. In my role as campus at-risk coordinator, I estimate I spend about ___ hours per week on dropout prevention work. | Teachers Elementary | # | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 4 | A. 0 Hours<br>B. 1-5 Hours<br>C. 6-10 Hours<br>D. 11-15 Hours<br>E. 16-20 Hours<br>F. 21 or more Hours<br>G. Not the At-Risk Coordinator | 80 | 762/90% |
| | | % | 0.0% | 75.0% | 0.0% | 0.0% | 0.0% | 0.0% | 25.0% | | | | |
| | Other Professional Campus | # | 0 | 22 | 14 | 3 | 7 | 6 | 0 | 52 | | | |
| | | % | 0.0% | 42.3% | 26.9% | 5.8% | 13.5% | 11.5% | 0.0% | | | | |
| | Administrators Campus | # | 0 | 8 | 2 | 1 | 2 | 2 | 1 | 16 | | | |
| | | % | 0.0% | 50.0% | 12.5% | 6.3% | 12.5% | 12.5% | 6.3% | | | | |
| | ALL | # | 0 | 33 | 16 | 4 | 9 | 8 | 2 | 16 | | | |
| | | % | 0.0% | 45.8% | 22.2% | 5.6% | 12.5% | 11.1% | 2.8% | | | | |
| 2. Although I am the campus at-risk coordinator, I spend so much time on other things that I do not have much time to work with potential dropouts. | Teachers Elementary | # | 1 | 0 | 2 | 0 | 0 | 1 | | 4 | A. Strongly Agree<br>B. Agree<br>C. Neutral<br>D. Disagree<br>E. Strongly Disagree<br>F. Not the At-Risk Coordinator | 80 | 70/88% |
| | | % | 25.0% | 0.0% | 50.0% | 0.0% | 0.0% | 25.0% | | | | | |
| | Other Professional Campus | # | 11 | 17 | 3 | 12 | 9 | 1 | | 53 | | | |
| | | % | 20.8% | 32.1% | 5.7% | 22.6% | 17.0% | 1.9% | | | | | |
| | Administrators Campus | # | 2 | 5 | 1 | 3 | 4 | 1 | | 16 | | | |
| | | % | 12.5% | 31.3% | 6.3% | 18.8% | 25.0% | 6.3% | | | | | |
| | ALL | # | 14 | 22 | 6 | 15 | 13 | 3 | | 73 | | | |
| | | % | 19.2% | 30.1% | 8.2% | 20.5% | 17.8% | 4.1% | | | | | |
| 3. As campus at-risk coordinator, the amount of time I spend on dropout prevention work is sufficient. | Teachers Elementary | # | 0 | 1 | 1 | 1 | 0 | 1 | | 4 | A. Strongly Agree<br>B. Agree<br>C. Neutral<br>D. Disagree<br>E. Strongly Disagree<br>F. Not the At-Risk Coordinator | 80 | 70/88% |
| | | % | 0.0% | 25.0% | 25.0% | 25.0% | 0.0% | 25.0% | | | | | |
| | Other Professional Campus | # | 2 | 8 | 10 | 23 | 8 | 0 | | 51 | | | |
| | | % | 3.9% | 15.7% | 19.6% | 45.1% | 15.7% | 0.0% | | | | | |
| | Administrators Campus | # | 2 | 5 | 0 | 7 | 0 | 1 | | 15 | | | |
| | | % | 13.3% | 33.3% | 0.0% | 46.7% | 0.0% | 6.7% | | | | | |
| | ALL | # | 4 | 14 | 11 | 31 | 8 | 2 | | 70 | | | |
| | | % | 5.7% | 20.0% | 15.7% | 44.3% | 11.4% | 2.9% | | | | | |
| 4. The information for identifying at-risk students provide to me by ORE is useful. | Teachers Elementary | # | 0 | 2 | 2 | 0 | 0 | 0 | | 4 | A. Strongly Agree<br>B. Agree<br>C. Neutral<br>D. Disagree<br>E. Strongly Disagree<br>F. Not the At-Risk Coordinator | 80 | 72/90% |
| | | % | 0.0% | 50.0% | 50.0% | 0.0% | 0.0% | 0.0% | | | | | |
| | Other Professional Campus | # | 12 | 21 | 9 | 6 | 4 | 0 | | 52 | | | |
| | | % | 23.1% | 40.4% | 17.3% | 11.5% | 7.7% | 0.0% | | | | | |
| | Administrators Campus | # | 1 | 11 | 1 | 2 | 0 | 1 | | 16 | | | |
| | | % | 6.3% | 68.8% | 6.3% | 12.5% | 0.0% | 6.3% | | | | | |
| | ALL | # | 13 | 34 | 12 | 8 | 4 | 1 | | 72 | | | |
| | | % | 18.1% | 47.2% | 16.7% | 11.1% | 5.6% | 1.4% | | | | | |
| 5. The factors which are contributing most to decreasing the dropout rate on this campus are: (Choose no more than three.) | Other Professional Campus | # | 6 | 4 | 4 | 9 | 5 | 4 | 2 | 34 | A. School goal plans for dropouts<br>B. Activities by our adopters<br>C. At-risk information from ORE<br>D. Special dropout prevention programs<br>E. Campus at-risk coordinators<br>F. WINGS intervention specialist<br>G. None of the factors listed | 25 | 20/80% |
| | | % | 17.6% | 11.8% | 11.8% | 26.5% | 14.7% | 11.8% | 5.9% | | | | |
| | Administrators Campus | # | 4 | 1 | 3 | 4 | 1 | 0 | 0 | 13 | | | |
| | | % | 30.8% | 7.7% | 21.3% | 30.8% | 7.7% | 0.0% | 0.0% | | | | |
| | ALL | # | 10 | 5 | 7 | 13 | 6 | 4 | 2 | 47 | | | |
| | | % | 21.3% | 10.6% | 14.9% | 27.7% | 12.8% | 8.5% | 4.3% | | | | |
| 6. In my role as campus at-risk coordinator, I work closely with the WINGS Interventvention Specialist on my campus. | Other Professional Campus | # | 1 | 4 | 3 | 3 | 2 | 0 | | 13 | A. Strongly Agree<br>B. Agree<br>C. Neutral<br>D. Disagree<br>E. Strongly Disagree<br>F. Not the At-Risk Coordinator | 25 | 18/72% |
| | | % | 7.7% | 30.8% | 21.3% | 23.1% | 15.4% | 0.0% | | | | | |
| | Administrators Campus | # | 1 | 0 | 2 | 0 | 1 | 1 | | 5 | | | |
| | | % | 20.0% | 0.0% | 40.0% | 0.0% | 20.0% | 20.0% | | | | | |
| | ALL | # | 2 | 4 | 5 | 3 | 3 | 1 | | 18 | | | |
| | | % | 11.1% | 22.2% | 27.8% | 16.7% | 16.7% | 5.6% | | | | | |

## Intervention Specialists Interview

In spring, 1989, personal interviews, the WINGS intervention specialists were asked to describe their working relationship with their campus at-risk coordinators. Nine of the specialists felt that they had a very positive relationship with the at-risk coordinator; however, two of the nine were not positive who their campus at-risk coordinator was. One specialist did not comment on her relationship with the at-risk coordinator, other than saying that they did not come in contact much. Another specialist noted that what the at-risk coordinator did was not well defined, and that he felt that the WINGS intervention specialist was the first real intervenor. One specialist said that dropout intervention is a low priority at his campus, and when he arrived it became exclusively his program. Finally, one specialist said that his relationship with the campus at-risk coordinator was a cooperative, but limited, one because there were so many other things that the at-risk coordinator had to do that the two of them did not have time to coordinate their efforts. He thought that this lack of coordination resulted in double work.

## HOW DID THE INTERVENTION SPECIALISTS SPEND THEIR TIME?

According to the spring, 1989, interviews, setting up student files and other clerical tasks required as much as half of the WINGS specialists' scheduled work week of 19.5 hours. Several of the specialists reported working extra hours, as many as 20 on weekends, in order to handle all of their cases. The bulk of their time was spent trying to get at-risk students to remain in school and stressing the importance of graduating from high school.

The specialists approached their prevention and intervention task from several different angles. One specialist visited students' job sites; two others sent parents letters informing them of their children's high absentee rate or complete lack of school attendance. Three specialists mentioned spending at least 30 percent of their time doing home visits, and one reported that as much as 60 percent of her time was spent visiting students' homes. The other specialists indicated that home visits were important, but that they did not have much time to do them.

One specialist expressed a need for improved communication between himself, the counselors, and the assistant principal. He felt that with coordination between himself and the other staff members, in many instances duplicate work would have been avoided, and time could have been used more efficiently.

## HOW WERE THE SPECIALISTS' ACTIVITIES ORGANIZED AND PRIORITIZED, AND WHO PARTICIPATED IN SETTING THE PRIORITIES FOR THEIR ACTIVITIES?

One half of the specialists indicated that the principals and/or assistant principals of their schools were the ones most instrumental in setting their priorities. One WINGS specialist said that the Dropout Prevention Coordinator gave him guidelines, but his responsibilities were primarily set by the school principal in conjunction with the assistant principals. The same specialist felt that the staff he worked with held working with the students still in school as his highest priority, because many of the dropouts were considered as negative influences who staff would prefer to see in another program, such as a GED program.

The other five specialists indicated that, for the most part, they set and organized their priorities themselves, in cooperation with school counselors and assistant principals. Two of the specialists said they had a great deal of flexibility in prioritizing their tasks. One specialist mentioned the school registrar who sent the dropout and absentee lists to her as an extremely important participant in her activities.

## WHAT ASSISTANCE DID THE INTERVENTION SPECIALISTS PROVIDE?

### At-Risk Students and Dropouts

Most assistance given was in the form of information on programs and organizations that might address each student's particular needs. For example, the specialists worked with health and psychological services, as well as businesses in the community. One specialist said she worked most with the school vocational counselor. Another specialist did weekly group rap sessions, and all of the specialists did one-on-one counseling. Four specialists also stated that there were occasions when a situation requiring the attention of crisis intervention specialists arose. In those instances, drug abuse, medical problems, or suicidal cases for example, the specialists would refer the cases to other individuals.

Two specialists noted the importance of listening to the students and reassuring them of their self-worth. One specialist pointed out how important it was to be an advocate of the students and avoid telling parents that they were always right. She always attempted to assess the students' concerns first.

## Siblings and Families of Dropouts and Potential Dropouts

Five of the WINGS specialists reported that they did not work much with the families or siblings of dropouts or potential dropouts. The other specialists observed that in many cases the younger brother or sister of the dropout was in an almost identical situation, at risk. In those cases, siblings were counseled and placed in alternative programs if necessary, the Teenage Parent Program for example. One specialist reported that he was working with a potential dropout who had attempted suicide and had a younger brother in elementary school, so he called that sibling's school counselor and informed her of the home situation.

Sometimes, the specialists visited a student's home and counseled the student and family together. Two of the specialists sent letters to the parents of dropouts and potential dropouts before visiting. If the family did not respond to the letter one specialist followed up with a telephone call. Several of the specialists mentioned that since many of the families of the students with whom they worked did not have telephones, and the addresses in school records were not always up to date, it was very difficult to reach some of the students and their families. The specialists also discovered that they had to inform parents of assistance programs and services available to them.

The specialists reported that many of the dropouts' and potential dropouts' parents were not aware of the status of their children, and in some cases the traditional two-parent household did not exist. One specialist noted that he sometimes worked with gang members. Another specialist mentioned a dropout who was homeless. In short, the specialists frequently were faced with diverse, nontraditional family situations which complicated their work.

## HOW SUCCESSFUL WERE THE INTERVENTION SPECIALISTS IN KEEPING AT-RISK STUDENTS IN SCHOOL AND GETTING DROPOUTS TO RETURN TO SCHOOL?

### Intervention Specialists Interview

During the spring, 1989 personal interviews, the specialists were asked, in their own estimation, how effective they had been in keeping at-risk students in school and in getting dropouts to return to school.

All of the specialists except one felt that they had been at least mildly effective in keeping at-risk students in school. Eight of the specialists felt that they had been more effective in keeping at-risk students in school than in getting dropouts to return. One of the eight who felt that he had not been very effective with the dropouts viewed his efforts with the at-risk students as more of a long-term solution to the problem. Another of the eight specialists believed that getting dropouts to return was not too difficult, but that the problem was offering them an alternative to convince them to stay once they did return to school. The specialist who did not feel that she had been effective with either group expressed the view that the administration would have to be realistic and realize that 19.5 hours were not enough to do what needed to be done. The one specialist who had felt most effective in getting dropouts to return, and stay once they were back, considered the dropouts to be more "concrete" than the at-risk students. According to her, the at-risk students did not have a group to identify with and were without a sense of belonging.

## WINGS Specialists' Estimates of Success

Late in the school year, subsequent to their interviews, the WINGS Specialists were asked to provide estimates from their records of the numbers of students that, in their judgment, they prevented from dropping out of school or persuaded to return to school. Figure V-2 presents their estimates of the number of students they kept from dropping out. Not enough of the specialists made estimates of the number of students they returned to school to report. According to the specialists, 611 students were kept from dropping out. This represents 7.8% of the at-risk students.

### FIGURE V-2
### WINGS Intervention Specialists' Estimates of Success With At-Risk Students

| | # Students Kept From Dropping Out* | # At-Risk Students | # Students Enrolled** | % At-Risk Students | % At-Risk Students Kept From Dropping Out* |
|---|---|---|---|---|---|
| Anderson | 53 | 530 | 1525 | 34.8 | 10.0 |
| Austin | 30 | 821 | 1955 | 42.0 | 3.7 |
| Bowie | 115 | 761 | 1989 | 38.3 | 15.1 |
| Crockett | 124 | 897 | 1969 | 45.6 | 13.8 |
| Lanier | 121 | 806 | 1651 | 57.3 | 15.0 |
| LBJ | -- | 633 | 1406 | 36.8 | -- |
| Johnston | 14 | 1040 | 1721 | 63.0 | 1.3 |
| McCallum | 13 | 660 | 1484 | 44.5 | 2.0 |
| Reagan | 32 | 818 | 1538 | 53.2 | 3.9 |
| Travis | 109 | 838 | 1484 | 56.5 | 13.0 |
| TOTAL | 611 | 7804 | 16722 | 46.7 | 7.8 |

-- = No estimate made
* Based on estimate by WINGS Specialist
** Sixth Six Weeks, 1988-89

## HOW EFFECTIVE WAS THE USE OF DROPOUT INTERVENTION SPECIALISTS IN IMPACTING THE DROPOUT RATE?

### WINGS Specialists' Contact Logs

One measure bearing indirectly on the effectiveness of the dropout intervention specialists in impacting the dropout rate may be made by reference to the contact logs the WINGS Specialists kept throughout the school year. The specialists recorded the numbers of personal contacts and telephone calls they made each month. Summaries of these monthly records are presented for each school in Figure V-3.

As Figure V-3 indicates, the WINGS Specialists made a total of 2,821 personal contacts and 3,183 phone calls from October, 1988, through May, 1989. This was an average per specialist of 39.7 personal contacts and 47.2 phone calls each month. At 19.5 hours per week, or 78 hours per month, this means the specialists made 2.0 personal contacts and 1.7 phone calls daily. In addition, the specialists traveled a total of 4,269.2 miles, an average of 427 per specialist.

Clearly, the WINGS Specialists exerted themselves on behalf of students. Therefore, program implementation difficulties--at least as regards the program personnel applying themselves to the intervention--may be set aside as a possible explanation for program performance.

### Compared to the Probability of Dropping Out

The effectiveness of the WINGS Specialists may be assessed by examining the at-risk and dropout statuses of the students they served. Two questions arise. First, did the WINGS Specialists serve the students who were at risk? Figure V-4 shows the number of at-risk students in grades 9-12 served by Project GRAD according to the 22 at-risk categories derived from the State at-risk criteria. (See Attachment III-1 for an explanation of each of the risk categories.) As shown in the figure:

- Two thirds (66.5%) of the 1,698 students in grades 9-12 the WINGS Specialists served were at risk.
- The WINGS Specialists served 1,129, or 13.4%, of all of the students in grades 9-12 who were at risk in 1988-89.
- Within at-risk category, the intervention specialists served from 5.9% (category 9) to 35.8% (category 10) of the at-risk students.

## FIGURE V-3
## Summaries of WINGS Dropout Intervention Specialists' Logs

### PERSONAL CONTACT LOG

| | October-November | | December | | January | | February | |
|---|---|---|---|---|---|---|---|---|
| Schools | # Contacts | # Students | # Contacts | # Students | # Contacts | # Students | # Contacts | # Students |
| Anderson | * | * | * | * | * | * | * | * |
| Austin | 8 | 8 | 12 | 10 | 40 | 25 | 61 | 35 |
| Bowie | 2 | 2 | 42 | 44 | 20 | 20 | 17 | 15 |
| Crockett | 3 | 3 | - | - | 9 | 5 | 93 | 65 |
| LBJ | 6 | 5 | 8 | 7 | 12 | 9 | 34 | 19 |
| Johnston | 5 | 4 | - | - | - | - | 38 | 38 |
| Lanier | 11 | 10 | 21 | 21 | 21 | 19 | 19 | 19 |
| McCallum | 32 | 26 | 20 | 32 | 26 | 19 | 61 | 34 |
| Reagan | 11 | 9 | 8 | 5 | 55 | 42 | 146 | 48 |
| Travis | 27 | 26 | 23 | 23 | 38 | 38 | 147 | 35 |
| Totals | 105 | 93 | 134 | 142 | 221 | 177 | 616 | 308 |
| Averages | 11.7 | 10.3 | 19.1 | 20.3 | 27.6 | 22.1 | 68.4 | 34.2 |

### PHONE LOG

| | October-November | | December | | January | | February | |
|---|---|---|---|---|---|---|---|---|
| Schools | # Contacts | # Students | # Contacts | # Students | # Contacts | # Students | # Contacts | # Students |
| Anderson | 47 | 27 | * | * | * | * | * | * |
| Austin | 79 | 27 | 23 | 18 | 131 | 54 | 87 | 50 |
| Bowie | 37 | 23 | 135 | 124 | 28 | 22 | 38 | 9 |
| Crockett | 63 | 27 | - | - | 48 | 33 | 51 | 47 |
| LBJ | 31 | 22 | 49 | 26 | 26 | 22 | 65 | 40 |
| Johnston | 66 | 49 | - | - | - | - | 68 | 83 |
| Lanier | 20 | 17 | 37 | 34 | 24 | 23 | 25 | 25 |
| McCallum | 134 | 74 | 96 | 43 | 77 | 33 | 39 | 14 |
| Reagan | 43 | 29 | 48 | 29 | 56 | 46 | 47 | 19 |
| Travis | 80 | 31 | 85 | 71 | 105 | 38 | 82 | 30 |
| Totals | 600 | 326 | 473 | 345 | 495 | 271 | 502 | 317 |
| Averages | 60.0 | 32.6 | 67.6 | 49.3 | 61.9 | 33.9 | 33.9 | 35.2 |

* No report

## SUMMARIES OF WINGS DROPOUT INTERVENTION SPECIALISTS' LOGS (cont.)

### PERSONAL CONTACT LOG

| | March | | April | | May | | TOTAL | |
|---|---|---|---|---|---|---|---|---|
| Schools | # Contacts | # Students | # Contacts | # Students | # Contacts | # Students | # Contacts | # Students |
| Anderson | 16 | 11 | 23 | 13 | 32 | 18 | 71 | 42 |
| Austin | 26 | 20 | 55 | 32 | 54 | 32 | 256 | 162 |
| Bowie | 31 | 14 | 11 | 8 | * | * | 123 | 103 |
| Crockett | 58 | 55 | 54 | 38 | 99 | 15 | 316 | 181 |
| LBJ | 18 | 14 | 33 | 46 | 58 | 52 | 169 | 152 |
| Johnston | 74 | 65 | 58 | 58 | 124 | 110 | 299 | 275 |
| Lanier | - | - | 28 | 28 | 19 | 19 | 119 | 116 |
| McCallum | 55 | 41 | 54 | 35 | 14 | 13 | 262 | 200 |
| Reagan | 133 | 58 | 112 | 53 | 135 | 60 | 600 | 275 |
| Travis | 77 | 12 | 212 | 16 | 82 | 10 | 606 | 160 |
| Totals | 488 | 290 | 640 | 327 | 617 | 329 | 2821 | 1666 |
| Averages | 54.2 | 32.2 | 64.0 | 32.7 | 68.6 | 36.6 | 282.1 | 166.1 |

### PHONE LOG

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Anderson | 29 | 13 | 84 | 31 | 24 | 14 | 184 | 85 |
| Austin | 66 | 43 | 61 | 36 | 17 | 14 | 464 | 242 |
| Bowie | 57 | 46 | 62 | 45 | * | * | 357 | 269 |
| Crockett | 13 | 11 | 57 | 28 | 8 | 8 | 240 | 154 |
| LBJ | 29 | 13 | 62 | 35 | * | * | 262 | 158 |
| Johnston | 37 | 31 | 106 | 64 | * | * | 277 | 295 |
| Lanier | - | - | * | * | * | * | 106 | 99 |
| McCallum | 49 | 21 | 55 | 31 | 33 | 17 | 483 | 233 |
| Reagan | 19 | 15 | 31 | 18 | 39 | 24 | 283 | 180 |
| Travis | 57 | 10 | 79 | 79 | 39 | 9 | 527 | 268 |
| Totals | 356 | 203 | 597 | 367 | 160 | 86 | 3183 | 1983 |
| Averages | 39.6 | 22.6 | 66.3 | 40.8 | 26.7 | 14.3 | 318.3 | 198.3 |

* No report

## FIGURE V-4
## Students Served by Project GRAD Compared With District

| | DISTRICT | | | GRAD | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Category | A # AT RISK | B DROPOUTS | C % DROPOUT | D # AT RISK | E=D÷A % AT RISK IN DISTRICT | F DROPOUTS | G=F÷D DROPOUTS AS % OF GRAD | H=F÷A DROPOUTS AS % OF DISTRICT AT RISK | I=F÷B DROPOUTS AS % OF DISTRICT DROPOUT |
| 1 | 714 | 305 | 42.7 | 173 | 24.2 | 121 | 69.9 | 16.9 | 39.7 |
| 2 | 371 | 31 | 8.4 | 33 | 8.9 | 12 | 36.4 | 3.2 | 38.7 |
| 3 | 165 | 12 | 7.3 | 14 | 8.5 | 2 | 14.3 | 1.2 | 16.7 |
| 4 | 1,182 | 35 | 3.0 | 103 | 8.7 | 13 | 12.6 | 1.1 | 37.1 |
| 5 | 124 | 10 | 8.1 | 20 | 16.1 | 7 | 35.0 | 5.6 | 70.0 |
| 6 | 183 | 23 | 12.6 | 21 | 11.5 | 9 | 42.9 | 4.9 | 39.1 |
| 7 | 15 | 2 | 13.3 | 1 | 6.7 | 1 | 100.0 | 6.7 | 50.0 |
| 8 | 270 | 12 | 4.4 | 25 | 9.3 | 6 | 24.0 | 2.2 | 50.0 |
| 9 | 717 | 30 | 4.2 | 42 | 5.9 | 13 | 31.0 | 1.8 | 43.3 |
| 10 | 120 | 39 | 32.5 | 43 | 35.8 | 22 | 51.2 | 18.3 | 56.4 |
| 11 | 296 | 41 | 13.9 | 47 | 15.9 | 9 | 19.1 | 3.0 | 22.0 |
| 12 | 224 | 108 | 48.2 | 72 | 32.1 | 47 | 65.3 | 21.0 | 43.5 |
| 13 | 366 | 9 | 2.5 | 31 | 8.5 | 3 | 9.7 | 0.8 | 33.3 |
| 14 | 1,305 | 95 | 7.3 | 143 | 11.0 | 39 | 27.3 | 3.0 | 41.1 |
| 15 | 444 | 14 | 3.2 | 44 | 9.9 | 5 | 11.4 | 1.1 | 35.7 |
| 16 | 84 | 3 | 3.6 | 18 | 21.4 | 3 | 16.7 | 3.6 | 100.0 |
| 17 | 238 | 88 | 37.0 | 66 | 27.7 | 31 | 47.0 | 13.0 | 35.2 |
| 18 | 164 | 30 | 18.3 | 42 | 25.6 | 14 | 33.3 | 8.5 | 46.7 |
| 19 | 212 | 16 | 7.5 | 28 | 13.2 | 5 | 17.9 | 2.4 | 31.3 |
| 20 | 175 | 15 | 8.6 | 32 | 18.3 | 11 | 34.4 | 6.3 | 73.3 |
| 21 | 448 | 46 | 10.3 | 63 | 14.1 | 21 | 33.3 | 4.7 | 45.7 |
| 22 | 621 | 7 | 1.1 | 68 | 11.0 | 1 | 1.5 | 0.2 | 14.3 |
| TOTAL | 8,429* | 971 | 11.5 | 1,129 | 13.4 | 395 | 35.0 | 4.7 | 40.7 |
| NOT AT RISK | 5,634** | 546 | 9.7 | 569 | 10.1 | 182 | 32.0 | 3.2 | 33.3 |
| GRAND TOTAL | 14,063 | 1,517 | 10.8 | 1,698 | 12.1 | 577 | 34.0 | 4.1 | 38.0 |

* 59.9%
** 40.1%

Second, did the WINGS Specialists serve the students with the greatest risk of dropping out? Figure V-5 replicates selected information from Figure V-4 for the five risk categories with the greatest percentages of dropouts. As shown in the figure, the largest percentage of students who dropped out were in risk category 12 (age and TEAMS). In this category, 48.2% of the at-risk students dropped out. In other words, students who were at risk because of age and TEAMS had almost a 50-50 chance of dropping out. The WINGS Specialists served 32.1% of the students in this category, and 65.3% of them dropped out.

**FIGURE V-5**
**Five Risk Categories With the Greatest Percentages of Dropouts**

| Category | % Dropouts | % GRAD Served | % Served Dropouts |
|---|---|---|---|
| 12 | 48.2% | 32.1% | 65.3% |
| 1 | 42.7% | 24.2% | 69.9% |
| 17 | 37.0% | 27.7% | 47.0% |
| 10 | 32.5% | 35.8% | 51.2% |
| 18 | 18.3% | 25.6% | 33.3% |

In the five highest risk categories, the WINGS Specialists served from about one quarter to about one third of the at-risk students. From one third to more than two thirds of the students they served in these five categories dropped out. Across all 22 at-risk categories, 34.0% of the at-risk students the WINGS Specialists served dropped out.

Figure V-5 also reveals that the highest percentages of at-risk students the WINGS Specialists served were likewise in the five highest at-risk categories, as the following rearrangement shows.

| Category | % Dropouts | % GRAD Served | % Served Dropouts |
|---|---|---|---|
| 10 | 32.5% | 35.8% | 51.2% |
| 12 | 48.2% | 32.1% | 65.3% |
| 17 | 37.0% | 27.7% | 47.0% |
| 18 | 18.3% | 25.6% | 33.3% |
| 1 | 42.7% | 24.2% | 69.9% |

The WINGS Specialists did serve higher percentages of students in some categories than the probability of the students' dropping out may have warranted. For example, the specialists served 11.0% of the at-risk students in category 22 (achievement, F's, and TEAMS), a category in which the likelihood of students dropping out was only 1.1%.

In sum, the WINGS Specialists did serve:

- Better than 1 in every 8 at-risk high school students in the District
- Mostly at-risk students (two of every three served)
- The largest percentages of students in the highest at-risk categories
- 38.0% of all of the District's dropouts, and 40.7% of of all of the dropouts who were at risk.

Sixty-six percent (66%) of the students the WINGS Specialists served did not drop out, through the end of the fifth six weeks of 1988-89. Among the at-risk students they served, 65% did not drop out.

### Comparisons of Dropout Rates

The effectiveness of the WINGS Intervention Specialists in impacting the dropout rate in AISD can be gauged directly by three comparisons:

- The District's overall dropout rate in 1988-89 with the dropout rates of previous years,
- The dropout rate among program students (i.e., the students served by the WINGS Specialists) with the dropout rate among students districtwide, and
- The dropout rate among program students with the dropout rate among students served by other dropout prevention programs.

Compared to Previous Years. In Figure II-10, the dropout rate for the 1988-89 school year is compared with the school-year dropout rates from the previous five years. As shown in the figure, the dropout rate in 1988-89 declined .3 percentage points from the dropout rate in 1987-88.

Compared to Students Districtwide. By the end of the fifth six weeks of 1988-89, 577 program students (i.e., students served by the WINGS Intervention Specialists), or 33.9%, had dropped out compared to 8.8% of high school students districtwide.

Compared to Other Dropout Prevention Programs. The dropout rates (through the fifth six weeks of 1988-89) of Project GRAD and 13 other District dropout prevention programs are presented in Figure V-4. As shown in the figure, the dropout rate for Project GRAD is the highest of all of the high school programs compared and the second highest of all the programs after Robbins Junior High School. This sort of comparison, however, should be made with caution because the different programs have different goals and objectives and may serve different groups of students.

On the basis of these comparisons, it is not clear whether the intervention component of Project GRAD made a measurable impact on the dropout rate in AISD. In assessing the effectiveness of the WINGS specialists, the following factors should be considered:

- The program did not get underway until October, 1988. Personnel associated with Corpus Christi ISD's OPERATION INTERVENTION, on which Project GRAD was modeled, attribute that program's success in 1986-87 in part to the intervention attempts begun during the summer prior to the 1986-87 school year.

- The WINGS Specialists were employed for only 19.5 hours per week (although many reported working more hours on their own time). It may not be possible for part-time personnel to effect a measurable change in the District's dropout rate.

- There was some turnover in the WINGS Specialist position during the year. Three specialists resigned during the year, two near the end of the fall semester, and one near the beginning of the spring semester. Each was replaced fairly promptly, but the three resignations represent a 30% turnover rate for the position. Informally, the remaining specialists attribute the turnover to the need or desirability for their former colleagues to work full time in a position that affords them benefits. (Working only 19.5 hours a week, the WINGS Specialists did not receive benefits from the District.)

- The WINGS specialists may have concentrated their efforts on keeping students in school rather than on getting dropouts to return to school. Although it might be argued that there would nonetheless be an effect on the dropout rate if at-risk students were helped to stay in school, the greatest impact in terms of reported dropout statistics could be realized by focusing on reducing the number of known dropouts--by "getting them off the dropout list." A number of the WINGS Specialists reported being directed by their principals to give first priority to keeping at-risk students in school.

- Project GRAD has been in operation less than a full year. It is possible that the effect of the program on the dropout rate has not yet become evident. Given that the WINGS Specialists required a period of "learning" time to acquaint themselves with their schools and the District, and to begin developing individual techniques for working with students, it may be premature to assess their success at this time. Their effectiveness might be better judged the second year, after having a year in which to gain proficiency in the job.

- It is not known how many students were already dropouts at the time the WINGS specialists worked with them. Because the WINGS specialists worked with some students who were already dropouts, it is difficult to interpret the program's dropout rate. The dropout rate could have been higher in the absence of their efforts or lower if the specialists had been more successful.

- The WINGS specialists were directed to work with the highest risk students. Given the target population of the program, it is therefore not surprising that Project GRAD should evidence the highest dropout rate among the dropout prevention programs examined.

## WHAT OTHER ASPECTS OF THEIR POSITION DID THE SPECIALISTS FEEL SHOULD BE CONSIDERED IN EVALUATING PROJECT GRAD?

In interviews, six of the 10 specialists mentioned either more hours, two part-time specialists for each campus, or one full-time specialist as necessary to do their job, although each had already noted that 19.5 hours were not enough to be effective intervention specialists. Five of the specialists commented on the many roles they play by helping the parents of their students, communicating with administrators, and serving as mediators and advocates for the students, since most of them, they felt, could not state their own cases. One specialist stated that each campus needed a full-time counselor for dropout prevention as well as a full-time specialist.  Another specialist said that in addition to his role as WINGS specialist, he did the Black History Program for his school, helped with the administration of TEAMS and TAP tests, and acted as a runner for the Homebound Program.

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Monday, September 26, 1988 Austin American-Statesman

**News Article About Project GRAD**

# AISD awarded federal grant to cut dropouts

## Counselors, evaluation funded

By Enedelia J. Obregon
American-Statesman Staff

■ Austin SAT scores B2

The Austin Independent School District has been awarded a $208,151 grant from the U.S. Department of Education to support its dropout prevention program.

About half the money will be used to provide 10 half-time dropout intervention specialists at the secondary level.

The rest will pay for an evaluation of established dropout prevention programs and of the new one, which is a replica of one used in Corpus Christi that reduced the number of dropouts from 1,145 in the 1985-86 school year to 673 in 1986-87.

Freda Holley, assistant superintendent of secondary education for the Austin district, said the specialists should be in the high schools by Oct. 1. They will help teachers identify students at risk of dropping out and counsel potential dropouts and their parents.

"We decided rather than having one person, it was better to have people familiar with the community who wouldn't mind knocking on doors," Holley said. She said the district is looking for people with counseling backgrounds to train for these positions.

"Their hours will be flexible. A lot of their work won't be done during school hours," she said.

Holley said the grant will allow the district to look at all the dropout prevention programs and determine whether they are reducing the dropout rate.

"Because of the budget problems we hadn't been able to study that," she said. "This will give us the opportunity to determine whether what we are doing is best for the students. This will help this group as well as future students."

Ann Cunningham, the school district grants administrator in the Department of Intergovernmental Relations, said the district needs to know what works and what doesn't in dropout intervention.

"We may be doing some things that are good and some that are not working," she said. "If we're not, then we need to redirect ourselves to activities that are successful."

Cunningham said the Corpus Christi program provides for several specialists to work directly with problem students. They track the students through special classes if necessary, as well as through regular classes.

In the Austin school district, about 2,000 students drop out each year. The dropout rate for the school district is 26.7 percent — a figure that reflects the number of students entering the ninth grade who drop out before finishing high school. By ethnicity, the dropout rate is 37.7 percent for Hispanics, 30 percent for Blacks and 21.2 percent for Anglos and others.

Billie Franke, dropout prevention coordinator for the school district, said that in mid- to late October, the district will begin monitoring students and identifying at-risk students. Parents will be notified by letter in case additional help is needed to keep the students in school, Franke said.

# Project GRAD Budget for 1988-89

## Section E - Budget Narrative

| Budget Category | Federal Funding Amount | |
|---|---|---|
| **1. Salary and Wages** | | |
| Evaluator<br>Salary for a full-time position to evaluate dropout prevention programs (Pay Grade A-4, 230 days: Minimum $30,905, Midpoint $38,631, Maximum $46,357) | $ 35,000 | |
| Evaluation Associate<br>Half-time evaluation associate to assist the evaluator with data collection, forms preparation, etc. (Pay grade P3, 230 days: 10 Step scale, Step 0: $10,697, Step 10: $17,022) | $ 13,000 | |
| Secretary<br>Half-time secretary to provide clerical support for the evaluation program (Pay Grade CT6, 12 months: Minimum $8,427, Midpoint $10,534, Maximum $12,641) | $ 11,500 | |
| Dropout Intervention Specialists<br>Ten part-time specialists to provide one-on-one assistance to high-risk students (Pay Grade CT10, 9 months: Minimum $16,352, Midpoint $20,440, Maximum $24,530) | $ 96,022 | |
| Total Line 1. Salary and Wages | | $ 155,522 |
| **2. Fringe Benefits** | | |
| F.I.C.A.<br>For salaries of Evaluator, Evaluation Associate, Secretary, Dropout Intervention Specialists and stipends for training same (7.51%) | $ 11,680 | |
| Teacher Retirement<br>For salaries of Evaluator, Evaluation Associate, Secretary, Dropout Intervention Specialists and stipends for training same (7.2%) | $ 11,342 | |
| Insurance Benefits<br>For Evaluator, Evaluation Associate, Secretary, and Dropout Intervention Specialists (8 employees x $1,182) | $ 8,456 | |
| Total Line 2. Fringe Benefits | | $ 31,478 |

## 3. Travel

| | | |
|---|---|---|
| Out-of-District Travel<br>For Evaluator to travel: | | |
| To AERA conference | $ 750 | |
| To Texas Joint Urban Evaluation Council Meetings | 250 | |
| Total Line 3. Trāvel | | $ 1,000 |

## 4. Equipment

| | | |
|---|---|---|
| 1 Micro Computer, IBM-AT Compatible | $ 1,080 | |
| 1 Monochrome monitor | 140 | |
| 1 20 mb hard disk drive | 350 | |
| 1 3270 emulation board | 700 | |
| 1 math coprocessor | 160 | |
| 1 printer | 570 | |

Equipment to be used for data collection and word processing in lieu of additional clerical support.

| | | |
|---|---|---|
| Total Line 4. Equipment | | $ 3,000 |

## 5. Supplies

| | | |
|---|---|---|
| Office Supplies for Evaluation and Management | $ 300 | |
| Computer Supplies including software | 500 | |
| Supplies and Materials for training | 1,384 | |
| Total Line 5. Supplies | | $ 2,184 |

## 6. Contractual Services

| | | |
|---|---|---|
| Consultants<br>To provide training for the Dropout Intervention Specialists (Ten days at an average of $200 per day not to cover travel and expenses) | $ 2,000 | |
| Total Line 6. Contractual Services | | $ 2,000 |

**7. Other**

| | | |
|---|---|---|
| Xeroxing and Printing<br>For reproduction of reports and various information sharing activities, management and training (per copy cost .0473 x 34,883 copies) | $ 1,650 | |
| Telephone<br>Installation $ 350<br>Line Charges $ 790<br>One telephone for dropout intervention specialists | $ 1,140 | |
| In-District Travel<br>Evaluator: $37 month @ 12 months = $444<br>Evlauation Associate: $27 month @ 12 months = $324<br>Dropout Intervention Specialists: 5 @ $54 month x 9 months = $2,430 | $ 3,198 | |
| Stipends<br>For training provided during non-contract hours for Dropout Intervention Specialists (5 people @ 40 day x 10 days) | $ 2,000 | |
| Program Support<br>Facility rental and custodial charges for community conference. | $ 700 | |
| Total Line 7. Other | | $ 8,688 |

**8. Total Direct Costs** $ 203,872

**9. Indirect Costs**

Indirect cost rate of 2.099% - see letter from Texas Education Agency attached.

Total Line 9. Indirect Costs $ 4,279

**10. Total Indirect Costs** $ 4,279

**11. Total Project Costs** $ 208,151

Attachment V-2
(Page 4 of 4)

## Part II - BUDGET INFORMATION

### Section B - Cost Sharing

**3. In-Kind Contributions**

| | |
|---|---|
| Curriculum Development<br>Special curriculum will be developed for a targeted population of at-risk students. Curriculum will be designed to teach the essential elements required for graduation in a manner that meets the needs of the identified students. Approximately twenty (20) units will be developed at a cost of approximately $500 per unit. | $ 10,000 |
| Instructional Materials<br>Materials and incentives will be purchased for a targeted population of at-risk students for dropout intervention. Alternative instructional materials are needed to assist the identified students in the acquisition of skills needed to meet graduation requirements. These materials as well as incentives for these students, will be purchased from these funds. | $ 10,000 |
| Xeroxing and Printing<br>Reproduction will be provided for curriculum materials developed for at-risk students for dropout intervention. | $ 5,000 |
| Part-Time Hourly Clerical<br>Approximately 50 hours of clerical assistance will be provided for administrative management of grant activities and materials preparation. | $ 300 |
| Data Processing<br>CPU computer time costs and computer supplies and materials including computer tapes, printouts and print ribbons. | $ 12,719 |
| **TOTAL** | **$ 38,019** |

# WINGS Intervention Specialist Job Description

Attachment V-3
(Page 1 of 2)
New August 1988

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AUSTIN INDEPENDENT
SCHOOL DISTRICT

POSITION TITLE $11.48 Per Hour

WINGS Intervention Specialist

DIVISION, DEPARTMENT, PROGRAM
OFFICE

Division of Secondary Education
Department of Staff Personnel

POSITION DESCRIPTION

Part-Time (19.5 hours per week)
Flexible Schedule

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## FUNCTION AND SCOPE

Under the supervision of the campus principal, WINGS Intervention Specialist's main function is to work with at-risk students to remain in school through graduation. Regular activity reports will be submitted for review by the campus principal and the district at-risk coordinator. WINGS Intervention Specialist will work with students, parents, teachers, counselors and adminstrators to find appropriate options for at-risk students.

## RESPONSIBILITIES

- Contact retained students to begin identifying obstacles to success.
- Monitor absences, grades and behavior of identified at-risk students.
- Work with WINGS coordinator to provide needed support for at-risk students.
- Visit student's homes to discuss progress.
- Contact students/parents on the no-show list to encourage enrollment in school or an alternative program.
- Work with parents to improve student's attendance, behavior and grades.
- Work with administrators/teachers/counselors to provide individual or group activities on achievement, attendance, self-concept development and behavior improvement.
- Work with administrators/teachers/counselors to advise students and parents of available alternatives.

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POSITION TITLE WINGS INTERVENTION SPECIALIST

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- Conduct exit conference with students planning to check out of school.
- Maintain records of all student/parent/teacher contacts.
- Participate in staff development.
- Perform other duties as assigned.

## PREFERRED ATTAINMENT LEVELS

### Education Related

Graduation from an accredited college or university with a Bachelor's degree.

### Experience Related

Three (3) months to one (1) year of experience working with young people.

## LEVEL OF AUTHORITY

### Supervision Received

Reports to the Principal and works cooperatively with the WINGS Coordinator.

### Recurring Guidance and Consultation

Works directly with identified at-risk students and their parents to improve attendance, achievement and behavior as needed. Cooperates with campus counselors to provide individual or group activities for students and/or parents to achieve improvement.

88.36

# Part Six

# QUESTIONS AND ANSWERS

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## QUESTIONS AND ANSWERS

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With the additional evaluation resources made available by the federal grant (Project GRAD) and a renewed attention in ORE to the dropout problem, the 1988-89 school year afforded an opportunity to examine, or reexamine, some perennial questions about dropouts. Only a few of the many research-type questions posed by AISD administrators, interested citizens, and evaluation staff could be addressed, and some of those only tentatively, but a beginning was made which should throw some light on these questions and point the way for continued investigation in the future.

### HOW SHOULD A SCHOOL DISTRICT TRACK ITS DROPOUTS?

ORE has had a annual dropout rate reporting procedure in place since 1983-84 which has necessitated the longitudinal tracking of students, and the system which has been developed and refined over the years has served the District well. The tracking system, however, is not perfect. Too many students leave the District unaccounted for and must be counted as dropouts. Student mobility within the District is not entirely documented. Therefore, ORE staff asked themselves the question, "What would an ideal tracking system which could be implemented by any school district look like?" The description in Attachment VI-1 is an attempt to answer this question.

### HOW SHOULD THE DROPOUT RATE BE CALCULATED?

This question is of continuing interest, even fascination, to researchers, school district staff, and citizens at large. At this time, ORE reports for AISD three different dropout rates: a school-year rate, an annual rate, and a longitudinal rate. These rates are defined and the latest figures presented in the 1987-88 Dropout Report. The State of Texas has no official dropout rate as yet because state education agency staff have not determined how the rate should be calculated. The issues involved in the counting of dropouts and the calculation of dropout rates are numerous and complicated. An excellent exposition on this topic is contained in Counting Dropouts, It's Enough to Make You Want to Quit, Too! (ORE Publication Number 86.39).

This year, evaluation staff made an attempt to collect the various formulas being used around the country to calculate the dropout rate. Attachment VI-2 presents the latest, though still incomplete, results. As the attachment shows, there are obviously many ways to approach what seems at first glance to be a straightforward calculation. Whether any single best formula ever emerges from the ongoing discussion remains to be seen, but the topic continues to fascinate.

### ARE AT-RISK STUDENTS ENROLLED IN PROGRAMS AND AT-RISK COURSES IN AISD?

---

**The majority of the at-risk students in 1988-89 were not served by any program in the fall of 1988 and were not enrolled in a yearlong or spring at-risk course option.**

---

A preliminary analysis of the match of at-risk students with course options and programs for them was completed in spring, 1989. The Evening High School, the Teenage Parent Program, and the PEAK (Practical Effective Application of Knowledge) course were not included in the analysis. A list of the courses for at-risk students was supplied by the District's Dropout Prevention Coordinator and supplemented in ORE.

Figure VI-1 shows the enrollment of at-risk students in programs and courses in 1988-89. The definitions of the 22 risk category codes used in the figure are given in Attachment III-1.

- There were a total of 11,117 students in grades 7-12 at risk as of November 3, 1988. Of those, 9,810 students (88.2%) were not served by any program in the fall of 1988;

- 7,125 students (64.1%) were not enrolled in a yearlong or spring at-risk course option;

- 6,320 (56.8%) were not served by any program in the fall of 1988 and were not enrolled in a yearlong or spring at-risk course option.

The at-risk category with the highest percentage of dropouts in 1987-88 was category 12--student two or more years older than expected for the grade level and failed at least one of the sections of the TEAMS.

- Of the 281 students in that category in 1988-89, 116 (41.3%) were enrolled in a program or at-risk course option.

## FIGURE VI-1

## Enrollment of At-Risk Students in Programs and At-Risk Courses in AISD, 1988-89

| | RISK | | | | | PROGRAM* | | | | | | | | | | | | SUBJECT* | | | | | | NO P* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | CAT | A | B | J | R | T | W | Z | 6 | N | 7 | P | NONE | E | M | S | 6 | R | I | O | V | T | NONE | NO S* |
| 707 | 1 | 30 | 18 | 2 | 25 | 9 | 5 | 4 | 0 | 1 | 25 | 70 | 560 | 131 | 137 | 68 | 8 | 18 | 13 | 2 | 7 | 21 | 514 | 422 |
| 548 | 2 | 3 | 4 | 0 | 2 | 1 | 1 | 0 | 0 | 3 | 53 | 99 | 434 | 105 | 64 | 43 | 66 | 1 | 11 | 3 | 1 | 6 | 364 | 291 |
| 217 | 3 | 2 | 0 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 3 | 5 | 207 | 21 | 53 | 8 | 25 | 1 | 10 | 1 | 1 | 0 | 131 | 128 |
| 1306 | 4 | 0 | 19 | 1 | 1 | 0 | 0 | 2 | 0 | 33 | 1 | 5 | 1245 | 111 | 163 | 39 | 180 | 0 | 54 | 8 | 5 | 36 | 877 | 835 |
| 278 | 5 | 5 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 3 | 264 | 32 | 42 | 12 | 3 | 5 | 13 | 1 | 1 | 2 | 219 | 211 |
| 245 | 6 | 3 | 3 | 0 | 0 | 3 | 4 | 0 | 0 | 0 | 2 | 3 | 229 | 18 | 47 | 11 | 10 | 2 | 5 | 0 | 0 | 0 | 187 | 176 |
| 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| 498 | 8 | 6 | 2 | 0 | 1 | 4 | 1 | 0 | 0 | 4 | 0 | 5 | 476 | 54 | 94 | 34 | 5 | 1 | 27 | 2 | 1 | 2 | 376 | 361 |
| 1205 | 9 | 8 | 5 | 0 | 1 | 1 | 4 | 0 | 1 | 20 | 1 | 6 | 1159 | 41 | 117 | 20 | 2 | 6 | 69 | 4 | 2 | 6 | 1017 | 981 |
| 153 | 10 | 8 | 7 | 1 | 6 | 5 | 5 | 1 | 0 | 0 | 42 | 66 | 62 | 57 | 45 | 27 | 9 | 5 | 7 | 0 | 0 | 6 | 84 | 31 |
| 415 | 11 | 0 | 16 | 1 | 3 | 0 | 0 | 1 | 0 | 0 | 2 | 10 | 386 | 73 | 97 | 43 | 27 | 0 | 12 | 2 | 4 | 29 | 268 | 248 |
| 281 | 12 | 35 | 23 | 1 | 23 | 10 | 17 | 2 | 0 | 0 | 3 | 20 | 170 | 64 | 74 | 38 | 9 | 16 | 14 | 0 | 0 | 8 | 186 | 116 |
| 513 | 13 | 0 | 7 | 0 | 2 | 0 | 0 | 1 | 0 | 2 | 18 | 24 | 477 | 109 | 112 | 29 | 93 | 0 | 24 | 5 | 0 | 13 | 264 | 254 |
| 1715 | 14 | 19 | 16 | 3 | 24 | 15 | 25 | 1 | 0 | 0 | 26 | 102 | 1516 | 543 | 544 | 333 | 83 | 26 | 63 | 19 | 8 | 14 | 1008 | 866 |
| 430 | 15 | 0 | 12 | 4 | 1 | 0 | 0 | 1 | 0 | 5 | 3 | 5 | 402 | 64 | 107 | 42 | 11 | 0 | 26 | 2 | 2 | 17 | 268 | 249 |
| 139 | 16 | 0 | 6 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 7 | 15 | 116 | 64 | 50 | 18 | 14 | 0 | 7 | 1 | 1 | 11 | 47 | 42 |
| 296 | 17 | 35 | 22 | 1 | 15 | 11 | 6 | 1 | 0 | 0 | 14 | 36 | 180 | 104 | 104 | 55 | 6 | 21 | 9 | 2 | 3 | 14 | 168 | 96 |
| 202 | 18 | 0 | 8 | 5 | 3 | 0 | 0 | 1 | 0 | 0 | 14 | 3 | 183 | 55 | 64 | 33 | 7 | 0 | 10 | 4 | 2 | 18 | 100 | 93 |
| 248 | 20 | 1 | 4 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 34 | 51 | 188 | 79 | 59 | 31 | 44 | 0 | 11 | 2 | 1 | 6 | 124 | 91 |
| 889 | 21 | 13 | 6 | 1 | 11 | 7 | 7 | 0 | 0 | 0 | 7 | 37 | 810 | 172 | 214 | 106 | 15 | 13 | 34 | 5 | 6 | 5 | 632 | 573 |
| 828 | 22 | 0 | 27 | 19 | 7 | 0 | 0 | 4 | 0 | 0 | 14 | 33 | 743 | 337 | 388 | 178 | 59 | 0 | 42 | 20 | 14 | 61 | 290 | 255 |

Total Number of At-Risk Students in Programs

168 206 44 131 69 76 20 1 69 255 599 9810

Total Number of At-Risk Students in Courses

2236 2576 1168 677 115 461 83 59 275 7125 6320

Total Number of AISD Students in Programs

11,117 - 219 256 51 210 87 128 28 74 514 355 4235

*LEGENDS

PROGRAMS:
- A - ACADEMIC INCENTIVE PROGRAM
- B - ROBBINS
- J - JOHNSTON COMPUTER LAB
- R - RICE
- T - TRANSITIONAL ACADEMIC PROGRAM
- W - WORK INCENTIVE PROGRAM
- Z - ZENITH
- L - LIBERAL ARTS ACADEMY
- N - NATIONAL SCIENCE ACADEMY
- 7 - TITLE 7
- P - LIMITED ENGLISH PROFICIENCY

SUBJECTS:
- E - ENGLISH
- M - MATH
- S - SCIENCE
- C - SOCIAL STUDIES
- R - READING
- I - INDUSTRIAL TECHNOLOGY
- O - OFFICE EDUCATION
- V - VOCATIONAL EDUCATION

NO P, NO S: Not enrolled in any program and not enrolled in any course.

WKSMAR89:MATCHPRO

## HOW MANY RICE STUDENTS WENT BACK TO A REGULAR HIGH SCHOOL AND SUBSEQUENTLY GRADUATED?

**Since fall, 1987, a total of 45 Rice students, or 2.5% of the students for whom there are records, have graduated from AISD. However, since the majority of Rice students have been middle school students, large numbers of graduates would not be expected at this time.**

Figure VI-2 displays the numbers of graduates by semester of first attendance at Rice. There have been 1,820 students (duplicated count) who have attended Rice since spring, 1986. There are records for the School-Community Guidance Center for spring, 1986, through spring, 1987, and for all Rice students since fall, 1987.

- Of the 1,820 students for whom there are records, a total of 45 have graduated from AISD, or 2.5% of the students for whom there are records. Six of the 45 graduates attended Rice for two semesters.
- Since the majority of Rice students have been middle school students, large numbers of graduates would not be expected until the 1991-92 school year.

**FIGURE VI-2**
**Number of Rice Graduates, by Semester of First Attendance**

| First Assignment to Rice | Number Eligible to Graduate as of June, 1989 | Number of Graduates | Graduates as Percent of Eligible |
|---|---|---|---|
| Spring 1986 | 94 | 7 | 7.4% |
| Fall 1986 | 18 | 7 | 38.9% |
| Spring 1987 | 27 | 13 | 48.1% |
| Fall 1987 | 14 | 8 | 57.1% |
| Spring 1988 | 5 | 4 | 80.0% |
| Fall 1988 | 3 | 3 | 100.0% |
| Spring 1989 | 3 | 3 | 100.0% |
| Total | 164 | 45 | 27.4% |

**HOW MANY STUDENTS WHO HAD FIVE OR MORE ABSENCES IN SPRING, 1988, LOST CREDIT AND BECAME HIGH RISK?**

There were 2,997 AISD high school students who had five or more absences in the spring of 1988.

**HOW MANY 21-YEAR-OLD STUDENTS WHO WERE ENROLLED LAST YEAR ARE NOT IN SCHOOL NOW?**

This question is concerned with the number of active students who have not graduated and become too old to attend school without paying tuition. The number of students who were enrolled in school during the 1987-88 school year and who were 21 years old on or before September 1, 1988 was determined in the fall of 1988.

- Eight students who were enrolled in 1987-88, and who turned 21 on or before September 1, were not in school in fall, 1988.

**HOW MANY SCHOOL-YEAR DROPOUTS RETURN TO SCHOOL THE FOLLOWING YEAR?**

**About one fifth of the students who dropped out during the 1987-88 school year returned in the fall of 1988.**

The number of students who dropped out in 1987-88 and who returned to school in the fall of 1988-89 was determined by matching student records on the dropout file and the master student file.

- Of 1,782 students in grades 7-12 who dropped out during the 1987-88 school year, 20.4% or 364 students returned to school in the fall of 1988.

**IS INVOLVEMENT IN DISCIPLINARY INCIDENTS A GOOD PREDICTOR OF DROPPING OUT OF SCHOOL?**

**The strength of discipline as a variable for predicting dropping out appears to vary with grade level and may be a stronger predictor at the lower secondary grade levels.**

This question came up at midyear. In a discriminant analysis conducted by ORE staff in 1981-82 (Doss and MacDonald, 1982), grade point average was the single most important predictor of dropping out. Other variables, including "serious disciplinary incidents occurring," ethnicity, sex, and age were found to be relatively unimportant predictors. In a 1986 study in the Dade County, Florida School System, however, the researchers identified "misbehavior in school" as the strongest predictor of staying in or dropping out of school.

To examine this question with a current AISD population, a count was made of the number of disciplinary incidents in which the students who dropped out by the end of the sixth six-weeks in 1987-88 were involved during the 1987-88 school year. Attachment VI-3 tables the results. Findings were:

- Among the 2,374 dropouts in grades 7-12, most (83.6%) were involved in no disciplinary incidents during the 1987-88 school year.

- Of the remaining 16.4% of the dropouts who were involved in discipline incidents, nearly one half (47.8%) were involved in only one incident. Another one quarter (24.9%) were involved in two incidents. The remaining approximately one quarter (27.2%) were involved in three or more incidents.

- The percentage of dropouts at each grade involved in no disciplinary incidents increased as grade level increased--from 73.1% at grade 7 to 80.4% at grade 9 to 95.8% at grade 12. This suggests that students dropping out at the upper grades get disciplined less often; however, it seems likely that the students whose misbehavior inclined them to drop out did, in fact, drop out before reaching the upper grade levels.

- Because of the higher percentage of noninvolvement in disciplinary incidents at the upper grade levels, these figures suggest that the strength of discipline as a variable for predicting dropping out varies with grade level and would be a stronger predictor at the lower secondary grade levels.

**ARE PROGRAMS AVAILABLE WHICH MATCH THE SPECIAL EDUCATIONAL AND PERSONAL NEEDS OF AT-RISK YOUTH?**

If dropouts are to return to our schools or we are to prevent other high-risk students from dropping out, then programs must be available that match the special educational/personal needs of these youth. To determine if there were available programs, ORE applied to the Texas Education Agency (TEA) for a grant to address three basic research questions:

1. What are the special characteristics of at-risk youth that programs must consider?

2. What programs and services exist to meet the needs of these at-risk youth?

3. What new or expanded programs are required to match the students with programs and services they need?

ORE's proposal was funded by TEA in amount of $5,000.

The project, entitled Matching Programs to Students (MAPS), sets up a system by which school districts in Texas can match at-risk students with programs that meet their needs. The "system" envisioned is an interactive personal computer (PC) program and a directory in a notebook format which would be distributed throughout Austin, and which would also serve as a model for other school districts.

The three phases of the project are:

1. Develop the at-risk categories, those from the State and additional categories, which define the characteristics of the students needing programs.

2. Identify all available programs and services for these students in the Austin area, and

3. Match the students with the programs by writing a PC program that allows any district to enter parameters of available programs and match them with student characteristics.

At this writing, the project has reached phase three. Two of the WINGS specialists were hired to conduct the necessary research in phase two. A PC programmer has been hired to write the necessary data base program. Successful completion of the project is expected by October 31, 1989.

## ARE THERE SUCCESSFUL DROPOUT PREVENTION PROGRAMS IN OTHER SCHOOL DISTRICTS WHICH MIGHT WORK IN AISD?

### Visit to Corpus Christi Independent School District

This question originally lay behind the decision to apply for a federal grant to replicate an apparently successful program in the Corpus Christi Independent School District (CCISD). The result was Project GRAD, discussed in part five of this report. The question also led during the 1988-89 school year to a visit to CCISD by AISD administrators, evaluation staff, and a dropout intervention specialist to see firsthand how CCISD's program worked. (See Site Visit to Corpus Christi Independent School District, ORE Publication Letter 88.P.)

### Visit to the Sweetwater Union High School District

At the request of the Associate Superintendent, some ORE staff visited with staff from the Sweetwater Union High School District in Chula Vista, California, to examine a dropout recovery program there to determine if it would be worthwhile, and economically feasible, to replicate the program in AISD. The conclusions of the report to the Associate Superintendent were as follows:

1. The Dropout/Intervention Learning Centers operated in the Sweetwater Union High School District for dropouts and high-risk youth seem to be successful in attracting dropouts to return to school to work toward obtaining a high school diploma from their home high schools. We do not know the exact graduation rate, but the centers are producing high school graduates.

2. Because of differences in state funding between California and Texas, the program could not be made "to pay for itself" in AISD, as is apparently done in California. If the District were committed to starting a similar program, either current funds would have to be reallocated or additional funds obtained. Grant funds might be an alternative but might not be available on a continuing basis. (See, Site Visit to Sweetwater Union High School, ORE Publication Letter 88.Q.)

## WHAT DO STAFF THINK ABOUT DROPOUT PREVENTION IN AISD?

The spring, 1989, districtwide Employee Survey included 12 survey items related to dropouts. Random samples of secondary (middle/junior high and high school) teachers received five items of general interest.

Teachers' responses are shown in Figure VI-3. Their responses indicate that:

- A majority of secondary teachers (51%) are familiar with the WINGS Dropout Prevention Program.

- Most (71%) secondary teachers believe AISD is making serious efforts to keep students in school.

- Most (83%) secondary teachers think that it is important for the District to emphasize keeping students in school through graduation.

- Less than half (44%) of the teachers surveyed think that primary dropout prevention emphasis should be during the high school grades. However, a majority (55%) think that the primary emphasis should be at the secondary level.

## FIGURE VI-3
## Secondary Teachers' Responses to Dropout-Related Survey Items, Spring, 1989

| ITEMS | RESPONSES OF: | RESPONSES |  |  |  |  |  | ITEM CHOICES | # OF PERSONS SAMPLED |  |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  | A | B | C | D | E | Total |  | # SENT | #/% VALID |
| 1. I am familiar with the WINGS Dropout Prevention Program. | High Schools | # 13 | 63 | 23 | 24 | 4 | 127 | A. Strongly Agree | 235 | 214/91% |
|  |  | % 10.2% | 49.6% | 18.1% | 18.9% | 3.1% |  | B. Agree |  |  |
|  | Middle/Jr. | # 11 | 23 | 23 | 26 | 4 | 87 | C. Neutral |  |  |
|  |  | % 12.6% | 26.4% | 26.4% | 29.9% | 4.6% |  | D. Disagree |  |  |
|  | ALL | # 24 | 86 | 46 | 50 | 8 |  | E. Strongly Disagree |  |  |
|  |  | % 11.2% | 40.2% | 21.5% | 23.4% | 3.7% | 214 |  |  |  |
| 2. AISD is making serious efforts to keep students in school. | High Schools | # 29 | 37 | 13 | 9 | 3 | 91 | A. Strongly Agree | 194 | 179/92% |
|  |  | % 31.9% | 40.7% | 14.3% | 9.9% | 3.3% |  | B. Agree |  |  |
|  | Middle/Jr. | # 21 | 40 | 15 | 9 | 3 | 88 | C. Neutral |  |  |
|  |  | % 23.9% | 45.5% | 17.0% | 10.2% | 3.4% |  | D. Disagree |  |  |
|  | ALL | # 50 | 77 | 28 | 18 | 6 | 179 | E. Strongly Disagree |  |  |
|  |  | % 27.9% | 43.0% | 15.6% | 10.1% | 3.4% |  |  |  |  |
| 3. It is important for AISD to emphasize keeping students in school through graduation. | High Schools | # 48 | 30 | 7 | 8 | 1 | 94 | A. Strongly Agree | 195 | 187/96% |
|  |  | % 51.1% | 31.9% | 7.4% | 8.5% | 1.1% |  | B. Agree |  |  |
|  | Middle/Jr. | # 58 | 19 | 4 | 9 | 3 | 93 | C. Neutral |  |  |
|  |  | % 62.4% | 20.4% | 4.3% | 9.7% | 3.2% |  | D. Disagree |  |  |
|  | ALL | # 106 | 49 | 11 | 17 | 4 | 187 | E. Strongly Disagree |  |  |
|  |  | % 56.7% | 26.2% | 5.9% | 9.1% | 2.1% |  |  |  |  |
| 4. Primary dropout prevention emphasis should be during (choose one). | High Schools | # 19 | 21 | 44 | 13 |  | 97 | A. Primary School Years (Pre-K-3) | 201 | 187/93% |
|  |  | % 19.6% | 21.6% | 45.4% | 13.4% |  |  | B. Intermediate Grades (4-6) |  |  |
|  | Middle/Jr. | # 14 | 31 | 38 | 7 |  | 90 | C. Middle/Junior High School (6-8) |  |  |
|  |  | % 15.6% | 34.4% | 42.2% | 7.8% |  |  | D. High School (9-12) |  |  |
|  | ALL | # 33 | 52 | 82 | 20 |  | 187 |  |  |  |
|  |  | % 17.6% | 27.8% | 43.9% | 10.7% |  |  |  |  |  |
| 5. Do volunteers in your school work with at-risk students? | High Schools | # 39 | 21 | 20 | 5 | 9 | 94 | A. Yes; 0-1 Hour Per Week | 228 | 176/77% |
|  |  | % 41.5% | 22.3% | 21.3% | 5.3% | 9.6% |  | B. Yes; 1-2 Hours Per Week |  |  |
|  | Middle/Jr. | # 20 | 17 | 26 | 8 | 11 | 82 | C. Yes; 3-5 Hours Per Week |  |  |
|  |  | % 24.4% | 20.7% | 31.7% | 9.8% | 13.4% |  | D. Yes; 5+ Hours Per Week |  |  |
|  | ALL | # 59 | 38 | 46 | 13 | 20 | 176 |  |  |  |
|  |  | % 33.5% | 21.6% | 26.1% | 7.4% | 11.4% |  |  |  |  |

A sample of high school teachers, other professionals, and administrators were asked to render an opinion on the effectiveness of the WINGS intervention specialist on their campuses. Their responses are shown in Item 188 of Attachment VI-4.

- Almost three quarters (73%) of the administrators and a majority (56%) of other professionals agreed that the WINGS intervention specialist on their campuses was effective in encouraging students to stay in school. Less than half (43%) of the teachers agreed, however, with almost half (46%) of the teachers remaining neutral in their opinions.

## HOW ACCURATE IS THE CLASSIFICATION OF STUDENTS IN THE 1983-84 NINTH-GRADE COHORT?

Data on students who are in the cohort of 1983-84 first-time ninth graders were used repeatedly in discriminant analyses to predict which students dropped out or stayed in (see part three of the report). Because the prediction of which students dropped out contained some errors of classification, the hypothesis was advanced that some of the errors might be a consequence of students being misclassified on the longitudinal dropout file. There have been refinements in the methodology for tracking dropouts since the file was originally set up, so it seemed possible that some of the students classified as dropouts might not be dropouts.

Using results from a discriminant analysis of the 1983-84 cohort, ORE hired three counselors to determine the actual status of 378 students classified as stay-ins in the analysis, but who, according to the longitudinal dropout file, were dropouts. The results of the tracking process were very interesting:

- 60 of the 378 students (15.9%) were confirmed as dropouts.

- 149 students (39.4%) graduated from high school, have obtained a GED, or are pursuing higher education.

A more detailed breakdown of the students' actual status is shown below.

| Percentage | Status | Number |
|---|---|---|
| 15.9 | Confirmed Dropouts | 60 |
| 2.6 | AISD High School Graduates | 10 |
| 3.2 | High School Graduates--Other Schools | 12 |
| 9.3 | Transfers to Other Schools | 35 |
| 24.3 | Obtained GED and/or Pursuing Higher Education | 92 |
| 27.8 | No Further Leads, Could Not Locate | 105 |
| 15.9 | Sent Letters for Further Information | 60 |
| 1.0 | Follow-ups for Verification of Status | 4 |
| 100.0 | | 378 |

Addresses were found for 60 students who could not be reached by telephone. These 60 were sent letters asking about their dropout status. Six (10%) of the 60 had graduated, obtained a GED or were pursuing further education. Two thirds did not respond.

| | |
|---|---|
| No Response | 40 |
| Letters Returned, Invalid Address | 12 |
| Obtained GED, Pursuing Further Education | 5 |
| High School Graduate, Not AISD | 1 |
| Dropout | 2 |
| | 60 |

Adding the 12 letters returned because of invalid address to the 40 no responses yields a total of 52 unverified statuses. Unverified but reported are the following:

| | |
|---|---|
| No Information | 27 |
| No Information, But Here in Town | 11 |
| Dropped, Nonattendance | 6 |
| Joined Armed Forces | 2 |
| Teenage Parent | 2 |
| Runaway | 1 |
| Dropout | 1 |
| Incarcerated | 1 |
| Married, Dropped by Parents' Request | 1 |
| | 52 |

From the tracking process it was learned that there were gaps in communicating information from the local campus to central administration. For instance, one student left high school early to enter college. The registrar sent a copy of his transcript to the university but failed to send a copy to the central office. That "dropout" is now a senior at Johns Hopkins University. Two other students were found to be attending The University of Texas at Austin and St. Edwards University, both here in Austin.

In another instance a student could not graduate with his class in June because he had not passed the TEAMS Exit-Level test. Upon passing the TEAMS the following October, the student was awarded his diploma by the local campus. This information was not forwarded to the central office, so the student remained classified as a dropout.

Procedural problems both past and present were uncovered in the tracking process. Two students had had a legal name change and were given new student numbers as was the policy of the District at that time. (The policy has since been changed.) These students were in the files once as graduates--new number--and once as dropouts--old number.

Another procedural problem discovered was that the students who left AISD to attend private school in Austin remained on central computer files and were classified as still enrolled rather than transfer students. When these students moved away or dropped out of the private school, they were reported incorrectly as dropouts from AISD. This procedure is being corrected.

The counselors reported a few additional problems. First, any student who left during the first six weeks of a school year to move to another school outside AISD frequently left to return to his home school, and there was never a request made for a transcript because the home school already had the information on the student and no grades had been earned while the student was in AISD.

Second, students leaving the District after grades had been issued usually took unofficial transcripts with them. Many school districts accepted the unofficial transcript and never requested an official transcript. Consequently, there was no documentation of their transfer.

Third, it was difficult to verify some GED's. In 1986, in addition to $6.00 a test, a $5.00 fee was initiated for the state certificate. Only if a state certificate was requested and paid for did the testing center send passing scores to the Texas Education Agency (TEA). Therefore, it is possible that a student passed the GED but there is no record of it in TEA. It is necessary to know the test center and to have the student's social security number to validate that a student passed the GED.

Fourth, through computer files it was determined that several students had younger siblings in attendance in AISD. As this tracking was done in the summer, the counselors could not contact school personnel at the elementary or junior high school level to obtain address or telephone information. It is possible that with additional tracking in the fall when school has started that the status of many more students could be verified.

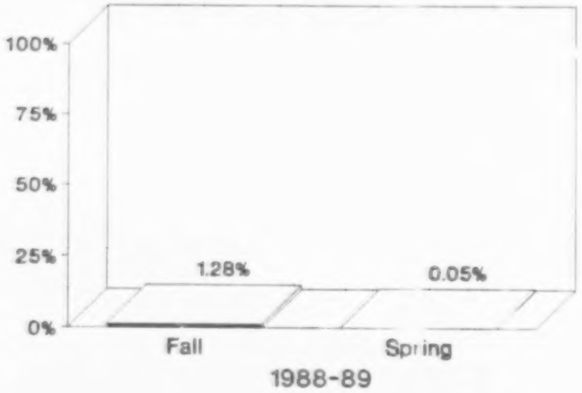
## HOW MANY HONORS STUDENTS ARE DROPOUTS?

**Claims that a high percentage (as much as 25-30%) of gifted students drop out are not supported by an examination of the number of honors students who dropped out in 1988-89.**

Of the 3,128 high school students who took honors courses in fall, 1988, only 40 (1.28%) dropped out by the fifth six weeks of 1988-89. In the spring, 1989, semester, only 2 (.05%) of the 4,030 students in grades 9-12 who were honors students dropped out. Almost all (98.72% in fall and 99.95% in spring) of the high school honors students (defined as students taking one or more honors courses in either the fall or spring semester of the 1988-89 school year) stayed in school through the fifth six weeks. In junior high school, none of the 2,146 students who took honors courses during 1988-89 dropped out by the fifth six weeks.

While it may be argued that giftedness is not synonymous with taking honors courses, it is reasonable to expect some degree of overlap between gifted students, however giftedness might be defined, and students taking honors courses. One explanation for the virtual absence of gifted (honors) dropouts is that the gifted students who drop out do not take honors courses, or even that they are somehow kept from taking honors courses. This explanation accounts for the finding but leaves unexplained how such an eventuality could take place. Another, less likely explanation is that the gifted students who drop out do so before reaching junior high school, and are therefore not in school to take honors courses. Neither of these alternative explanations seems strong enough to displace what seems the most likely explantion: gifted students are not dropping out in AISD.

**FIGURE VI-4**
**Percentage of High School Honors Students Who Dropped Out**



## LIST OF FIGURES AND ATTACHMENTS

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# Dropout Tracking System

The dropout tracking system depicted on the attached chart and described below is intended to serve both as a simple conceptual representation of how students move into, out of, and within a school system and as a working guide for tracking school leavers which can be used by any school district.

As shown on the chart, tracking begins when the student enters the school district (**E1: "enroll"**). For the purposes of tracking, enrollment means entry into the grade designated by the district as the beginning point for tracking the student's cohort. A district could conceivably designate this point as grade 1, even kindergarten or prekindergarten. In the Austin Independent School District (AISD), the tracking begins for students in grade 7, the first year in which all students enter secondary school. In reaching this point, the student could have been promoted from the previous grade level within the district or could be entering the district at that grade (or beyond) for the first time. However the student reaches the grade where tracking begins, at that point the student enters the dropout tracking file and becomes the responsibility of the district to track through the system.

Once tracking begins, there are three possible pathways by which the student may depart the district. In the best case, the student remains continuously enrolled in the district and progresses from one grade to the next through to high school graduation. On the chart this route is labeled **G1: "graduate"**. En route to graduation, a student may transfer within the district from one campus to another once or many times (**E2: "change schools"**). Some students die and do not graduate (**G2: "die"**). Then there is the student who drops out of school (**D1: "dropout"**), i.e., leaves school and does not return for 30 or more school days. A dropout may elect to remain out of school and to obtain a general equivalency diploma (**G3: "GED"**). Alternatively, the student might transfer to another school district or diploma-granting institution (**D2: "transfer"**). The student who transfers is no longer the responsibility of the district and need be tracked no further unless the student reenters the district at some later point in time (**E3: "re-enroll"**).

To recap, the dropout tracking system employs the following alphameric labels:

E1 = Enroll in district

E2 = Change schools in district

E3 = Re-enroll after withdrawal

G1 = Graduate

G2 = Die

G3 = GED

D1 = Drop out

D2 = Transfer out of district

These labels also serve as status codes on the dropout tracking file. These codes, and certain identifying information about each student, are the basis for the dropout tracking file. The following information would be placed on the file:

Header Record - Student name, identification number, birthdate

For each change in status:

Status Record - Status code (E1, D1, G1, etc.), Date, Grade, School code or Texas Out-of-District code or Out-of-State code

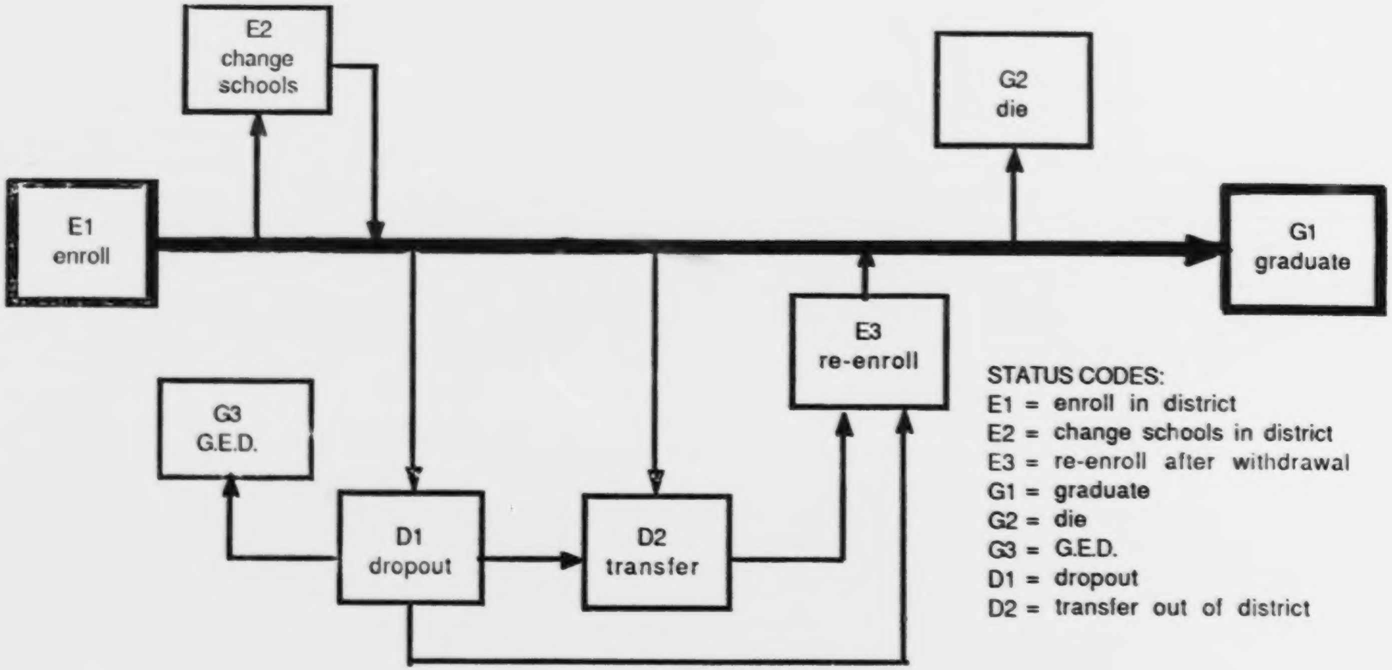
A student's record on the dropout tracking file would be variable length, requiring as many entries as the number of times the student changed in status. For example, the simplest record would be for a student who was continuously enrolled in the district from original enrollment through graduation. The record for this student would look like the following:

Name
ID number
DOB
E1
Date of original enrollment
Grade
School code
G1
Date of graduation
Grade (In AISD recorded as 'GR')
School code

More complicated routes through the system would, of course, require lengthier records. The record for a student who dropped out and eventually earned a G.E.D. would look like the following:

Name
ID number
DOB
E1
Date of original enrollment
Grade
School code
D1
Date of withdrawal
Grade (at time of withdrawal)
School code (at time of withdrawal)
G3
Date of G.E.D. certification
Out-of-District code (for the certifying institution)

# DROPOUT TRACKING SYSTEM


E2
change
schools
G2
die
E1
enroll
G1
graduate
E3
re-enroll
G3
G.E.D.
D1
dropout
D2
transfer

STATUS CODES:
E1 = enroll in district
E2 = change schools in district
E3 = re-enroll after withdrawal
G1 = graduate
G2 = die
G3 = G.E.D.
D1 = dropout
D2 = transfer out of district

Attachment VI-1
(Page 4 of 4)

## Dropout Formulas

| RATE NAME | FORMULA | SOURCE |
|---|---|---|
| SCHOOL YEAR DROPOUT RATE (Formerly Annual, Preliminary, or Planning Dropout Rate) | $\frac{\text{Total Number of Dropouts for Grades 7-8 \& 9-12 for the Year, As of July 1}}{\text{Total Enrollment for the Year, As of July 1}}$ | Doss & Sailor, 1987, p. 10; TEA, 1988, p. 2; Sailor, 1987, p. 40; Sailor to Doss memo, 1987; Frazer, 1989 |
| ANNUAL DROPOUT RATE (Formerly Official Annual or Evaluation Dropout Rate) | $\frac{\text{Total Number of Dropouts for Grades 7-8 \& 9-12 for the Year, as of October 1}}{\text{Total Enrollment for the Year, As of July 1}}$ | Sailor to Doss memo, 1987; Frazer, 1989 |
| PEIMS ANNUAL DROPOUT RATE | $\frac{\text{Total Number of Dropouts for Grades 7-12, As of PEIMS Reporting Date in October}}{\text{Total Enrollment, As of Previous October}}$ | |
| CCISD ANNUAL DROPOUT RATE | $\frac{\text{(Number of Dropouts for the Year, Including Summer) Less (Those Who Re-Enroll in September)}}{\text{(Total Enrollment, As of Previous Semptember, Plus Transfers In for the Year) Less (Transfers Out for the Year, Including Summer)}}$ | CCISD, 1986-87, p. 28 |

## DROPOUT FORMULAS

| RATE NAME | FORMULA | SOURCE |
|---|---|---|
| FOUR-YEAR LONGITUDINAL DROPOUT RATE | $\frac{\text{Number of Dropouts After Four Years for Grades 9-12}}{\text{Entering 9th-Grade Enrollment Four Years Before}}$ | Doss & Sailor, 1987, p. 10; TEA, 1988, p. 2 |
| ULTIMATE DROPOUT RATE | $\frac{\text{Number of Dropouts After Seven Years from Grades 9-12}}{\text{Entering 9th-Grade Enrollment Seven Years Before}}$ | Doss & Sailor, 1987 p. 10 |
| CROSS-SECTIONAL DROPOUT RATE | $\frac{\text{Total Number of Dropouts by Ethnicity or Gender}}{\text{Total Number of Dropouts}}$ | TEA, 1988, p. 2 |
| FOUR-YEAR GRADUATION RATE | $\frac{\text{Number of Graduates After Four Years}}{\text{Entering 9th-Grade Enrollment Four Years Before}}$ | Doss & Sailor, 1987, p. 10 |
| ULTIMATE GRADUATION RATE | 1 Less Ultimate Dropout Rate | Doss & Sailor, 1987, p. 10 |
| IDRA ATTRITION RATE | $\frac{\text{(9th Graders at Entry Less 12th Graders 3 Years Later) Times (Total School Enrollment 3 Years Later)}}{\text{Total High School Enrollment the Entry Year}} \Big/ \frac{\text{9th Graders}}{\text{at Entry}}$ | TX Dept. of Community Affairs, 1986 |

DROPOUT FORMULAS

| RATE NAME | FORMULA | SOURCE |
|---|---|---|
| GRADUATION ATTRITION RATE | $\frac{\text{Number of Graduates}}{\text{Enrollment at 9th Grade Three Years Earlier}}$ | Doss & Sailor, 1987, p. 11 |
| FOUR-YEAR ATTRITION RATE | $1 \text{ Less } \left\{\frac{\text{12th-Grade Enrollment for Four Years}}{\text{9th-Grade Enrollment for Four Years}}\right\}$ | Doss & Sailor, 1987 p. 10 |
| MODIFIED FOUR-YEAR ATTRITION RATE | $1 \text{ Less } \left\{\frac{\text{12th-Grade Enrollment for Four Years}}{\text{Entering 9th-Grade Enrollment Four Years Before}}\right\}$ | Doss & Sailor, 1987, p. 10 |

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# Disciplinary Incidents Among Sixth Six-Weeks Dropouts in 1987-88

NUMBER OF INCIDENTS

| GRADE | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7 | 190 | 21 | 18 | 11 | 7 | 3 | 3 | 3 | 0 | 2 | 1 | 0 | 1 | 260 | 10.95 |
| 8 | 173 | 22 | 15 | 12 | 3 | 5 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 234 | 9.86 |
| 9 | 654 | 80 | 39 | 25 | 7 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 813 | 34.25 |
| 10 | 404 | 37 | 16 | 4 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 464 | 19.55 |
| 11 | 358 | 19 | 8 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 388 | 16.34 |
| 12 | 206 | 7 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 215 | 9.06 |
| TOTAL | 1985 | 186 | 97 | 53 | 19 | 13 | 11 | 4 | 1 | 2 | 2 | 0 | 1 | 2374 | 100.00 |
| % | 83.61 | 7.83 | 4.09 | 2.23 | .80 | .55 | .46 | .17 | .04 | .08 | .08 | .00 | .04 | 100.00 | |

88.36

# Spring, 1989 Employee Survey Response
# Summary - Dropouts

**AUSTIN INDEPENDENT SCHOOL DISTRICT**

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

**DISTRICTWIDE SURVEY OF PROFESSIONALS 1988-89**

DROPOUT ITEMS

| ITEMS | RESPONSES OF: | | RESPONSES A | B | C | D | E | F | G | RETURN RATE # SENT | # / % RETURNED | # BLANK/ INVALID | # / % VALID |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 177. I AM FAMILIAR WITH THE WINGS DROPOUT PREVENTION PROGRAM.<br>A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGREE | TEACHERS SECONDARY | # | 24 | 86 | 46 | 50 | 8 | | | 235 | 224/ 95 | 10 | 214/ 91 |
| | | % | 11.2 | 40.2 | 21.5 | 23.4 | 3.7 | | | | | | |
| | HIGH SCHOOL | # | 13 | 63 | 23 | 24 | 4 | | | 143 | 135/ 94 | 8 | 127/ 89 |
| | | % | 10.2 | 49.6 | 18.1 | 18.9 | 3.1 | | | | | | |
| | MIDDLE/JUNIOR HIGH | # | 11 | 23 | 23 | 26 | 4 | | | 92 | 89/ 97 | 2 | 87/ 95 |
| | | % | 12.6 | 26.4 | 26.4 | 29.9 | 4.6 | | | | | | |
| | TOTALS TEACHERS | # | 24 | 86 | 46 | 50 | 8 | | | 235 | 224/ 95 | 10 | 214/ 91 |
| | | % | 11.2 | 40.2 | 21.5 | 23.4 | 3.7 | | | | | | |
| 178. AISD IS MAKING SERIOUS EFFORTS TO KEEP STUDENTS IN SCHOOL. CAN ATTAIN MASTERY.<br>A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGREE | TEACHERS SECONDARY | # | 50 | 77 | 28 | 18 | 6 | | | 194 | 187/ 96 | 8 | 179/ 92 |
| | | % | 27.9 | 43.0 | 15.6 | 10.1 | 3.4 | | | | | | |
| | HIGH SCHOOL | # | 29 | 37 | 13 | 9 | 3 | | | 102 | 97/ 95 | 6 | 91/ 89 |
| | | % | 31.9 | 40.7 | 14.3 | 9.9 | 3.3 | | | | | | |
| | MIDDLE/JUNIOR HIGH | # | 21 | 40 | 15 | 9 | 3 | | | 92 | 90/ 98 | 2 | 88/ 96 |
| | | % | 23.9 | 45.5 | 17.0 | 10.2 | 3.4 | | | | | | |
| | TOTALS TEACHERS | # | 50 | 77 | 28 | 18 | 6 | | | 194 | 187/ 96 | 8 | 179/ 92 |
| | | % | 27.9 | 43.0 | 15.6 | 10.1 | 3.4 | | | | | | |
| 179. IT IS IMPORTANT FOR AISD TO EMPHASIZE KEEPING STUDENTS IN SCHOOL THROUGH GRADUATION.<br>A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGREE | TEACHERS SECONDARY | # | 106 | 49 | 11 | 17 | 4 | | | 195 | 192/ 98 | 5 | 187/ 96 |
| | | % | 56.7 | 26.2 | 5.9 | 9.1 | 2.1 | | | | | | |
| | HIGH SCHOOL | # | 48 | 30 | 7 | 8 | 1 | | | 99 | 96/ 97 | 2 | 94/ 95 |
| | | % | 51.1 | 31.9 | 7.4 | 8.5 | 1.1 | | | | | | |
| | MIDDLE/JUNIOR HIGH | # | 58 | 19 | 4 | 9 | 3 | | | 96 | 96/100 | 3 | 93/ 97 |
| | | % | 62.4 | 20.4 | 4.3 | 9.7 | 3.2 | | | | | | |
| | TOTALS TEACHERS | # | 106 | 49 | 11 | 17 | 4 | | | 195 | 192/ 98 | 5 | 187/ 96 |
| | | % | 56.7 | 26.2 | 5.9 | 9.1 | 2.1 | | | | | | |
| 180. PRIMARY DROPOUT PREVENTION EMPHASIS SHOULD BE DURING: (CHOOSE ONE.)<br>A. PRIMARY SCHOOL YEARS (PRE-K-3)<br>B. INTERMEDIATE GRADES (4-6)<br>C. MIDDLE/JUNIOR HIGH SCHOOL (6-8)<br>D. HIGH SCHOOL (9-12) | TEACHERS SECONDARY | # | 33 | 52 | 82 | 20 | | | | 201 | 196/ 98 | 9 | 187/ 93 |
| | | % | 17.6 | 27.8 | 43.9 | 10.7 | | | | | | | |
| | HIGH SCHOOL | # | 19 | 21 | 44 | 13 | | | | 106 | 102/ 96 | 5 | 97/ 92 |
| | | % | 19.6 | 21.6 | 45.4 | 13.4 | | | | | | | |
| | MIDDLE/JUNIOR HIGH | # | 14 | 31 | 38 | 7 | | | | 95 | 94/ 99 | 4 | 90/ 95 |
| | | % | 15.6 | 34.4 | 42.2 | 7.8 | | | | | | | |
| | TOTALS TEACHERS | # | 33 | 52 | 82 | 20 | | | | 201 | 196/ 98 | 9 | 187/ 93 |
| | | % | 17.6 | 27.8 | 43.9 | 10.7 | | | | | | | |
| 181. DO VOLUNTEERS IN YOUR SCHOOL WORK WITH AT-RISK STUDENTS?<br>A. NO<br>B. YES; 0-1 HOUR PER WEEK<br>C. YES; 1-2 HOURS PER WEEK<br>D. YES; 3-5 HOURS PER WEEK<br>E. YES; 5+ HOURS PER WEEK | TEACHERS SECONDARY | # | 59 | 38 | 46 | 13 | 20 | | | 228 | 223/ 98 | 47 | 176/ 77 |
| | | % | 33.5 | 21.6 | 26.1 | 7.4 | 11.4 | | | | | | |
| | HIGH SCHOOL | # | 39 | 21 | 20 | 5 | 9 | | | 127 | 124/ 98 | 30 | 94/ 74 |
| | | % | 41.5 | 22.3 | 21.3 | 5.3 | 9.6 | | | | | | |
| | MIDDLE/JUNIOR HIGH | # | 20 | 17 | 26 | 8 | 11 | | | 101 | 99/ 98 | 17 | 82/ 81 |
| | | % | 24.4 | 20.7 | 31.7 | 9.8 | 13.4 | | | | | | |
| | TOTALS TEACHERS | # | 59 | 38 | 46 | 13 | 20 | | | 228 | 223/ 98 | 47 | 176/ 77 |
| | | % | 33.5 | 21.6 | 26.1 | 7.4 | 11.4 | | | | | | |

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**AUSTIN INDEPENDENT SCHOOL DISTRICT**

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

## DISTRICTWIDE SURVEY OF PROFESSIONALS 1988-89

### DROPOUT ITEMS

| ITEMS | RESPONSES OF: | | RESPONSES A | B | C | D | E | F | G | RETURN RATE # SENT | # / % RETURNED | # BLANK/ INVALID | # / % VALID |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 182. IN MY ROLE AS CAMPUS AT-RISK COORDINATOR, I ESTIMATE I SPEND ABOUT _____ HOURS PER ON DROPOUT PREVENTION WORK.<br>A. 0 HOURS<br>B. 1-5 HOURS<br>C. 6-10 HOURS<br>D. 11-15 HOURS<br>E. 16-20 HOURS<br>F. 21 OR MORE HOURS<br>G. NOT THE AT-RISK COORDINATOR | TEACHERS ELEMENTARY | # | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 5 | 5/100 | 1 | 4/ 80 |
| | | % | 0.0 | 75.0 | 0.0 | 0.0 | 0.0 | 0.0 | 25.0 | | | | |
| | OTHER PROFESSIONALS CAMPUS | # | 0 | 22 | 14 | 3 | 7 | 6 | 0 | 58 | 57/ 98 | 5 | 52/ 90 |
| | | % | 0.0 | 42.3 | 26.9 | 5.8 | 13.5 | 11.5 | 0.0 | | | | |
| | ADMINISTRATORS CAMPUS | # | 0 | 8 | 2 | 1 | 2 | 2 | 1 | 17 | 16/ 94 | 0 | 16/ 94 |
| | | % | 0.0 | 50.0 | 12.5 | 6.3 | 12.5 | 12.5 | 6.3 | | | | |
| | TOTALS TEACHERS | # | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 5 | 5/100 | 1 | 4/ 80 |
| | | % | 0.0 | 75.0 | 0.0 | 0.0 | 0.0 | 0.0 | 25.0 | | | | |
| | OTHER PROFESSIONALS | # | 0 | 22 | 14 | 3 | 7 | 6 | 0 | 58 | 57/ 98 | 5 | 52/ 90 |
| | | % | 0.0 | 42.3 | 26.9 | 5.8 | 13.5 | 11.5 | 0.0 | | | | |
| | ADMINISTRATORS | # | 0 | 8 | 2 | 1 | 2 | 2 | 1 | 17 | 16/ 94 | 0 | 16/ 94 |
| | | % | 0.0 | 50.0 | 12.5 | 6.3 | 12.5 | 12.5 | 6.3 | | | | |
| 183. ALTHOUGH I AM THE CAMPUS AT-RISK COORDINATOR, I SPEND SO MUCH TIME ON OTHER THINGS THAT I DO NOT HAVE MUCH TIME TO WORK WITH POTENTIAL DROPOUTS.<br>A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGREE<br>F. NOT THE AT-RISK COORDINATOR | TEACHERS ELEMENTARY | # | 1 | 0 | 2 | 0 | 0 | 1 | | 5 | 5/100 | 1 | 4/ 80 |
| | | % | 25.0 | 0.0 | 50.0 | 0.0 | 0.0 | 25.0 | | | | | |
| | OTHER PROFESSIONALS CAMPUS | # | 11 | 17 | 3 | 12 | 9 | 1 | | 58 | 57/ 98 | 4 | 53/ 91 |
| | | % | 20.8 | 32.1 | 5.7 | 22.6 | 17.0 | 1.9 | | | | | |
| | ADMINISTRATORS CAMPUS | # | 2 | 5 | 1 | 3 | 4 | 1 | | 17 | 16/ 94 | 0 | 16/ 94 |
| | | % | 12.5 | 31.3 | 6.3 | 18.8 | 25.0 | 6.3 | | | | | |
| | TOTALS TEACHERS | # | 1 | 0 | 2 | 0 | 0 | 1 | | 5 | 5/100 | 1 | 4/ 80 |
| | | % | 25.0 | 0.0 | 50.0 | 0.0 | 0.0 | 25.0 | | | | | |
| | OTHER PROFESSIONALS | # | 11 | 17 | 3 | 12 | 9 | 1 | | 58 | 57/ 98 | 4 | 53/ 91 |
| | | % | 20.8 | 32.1 | 5.7 | 22.6 | 17.0 | 1.9 | | | | | |
| | ADMINISTRATORS | # | 2 | 5 | 1 | 3 | 4 | 1 | | 17 | 16/ 94 | 0 | 16/ 94 |
| | | % | 12.5 | 31.3 | 6.3 | 18.8 | 25.0 | 6.3 | | | | | |
| 184. AS CAMPUS AT-RISK COORDINATOR, THE AMOUNT OF TIME I SPEND ON DROPOUT PREVENTION WORK IS SUFFICIENT.<br>A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGREE<br>F. NOT THE AT-RISK COORDINATOR | TEACHERS ELEMENTARY | # | 0 | 1 | 1 | 1 | 0 | 1 | | 5 | 5/100 | 1 | 4/ 80 |
| | | % | 0.0 | 25.0 | 25.0 | 25.0 | 0.0 | 25.0 | | | | | |
| | OTHER PROFESSIONALS CAMPUS | # | 2 | 8 | 10 | 23 | 8 | 0 | | 58 | 57/ 98 | 6 | 51/ 88 |
| | | % | 3.9 | 15.7 | 19.6 | 45.1 | 15.7 | 0.0 | | | | | |
| | ADMINISTRATORS CAMPUS | # | 2 | 5 | 0 | 7 | 0 | 1 | | 17 | 16/ 94 | 1 | 15/ 88 |
| | | % | 13.3 | 33.3 | 0.0 | 46.7 | 0.0 | 6.7 | | | | | |
| | TOTALS TEACHERS | # | 0 | 1 | 1 | 1 | 0 | 1 | | 5 | 5/100 | 1 | 4/ 80 |
| | | % | 0.0 | 25.0 | 25.0 | 25.0 | 0.0 | 25.0 | | | | | |
| | OTHER PROFESSIONALS | # | 2 | 8 | 10 | 23 | 8 | 0 | | 58 | 57/ 98 | 6 | 51/ 88 |
| | | % | 3.9 | 15.7 | 19.6 | 45.1 | 15.7 | 0.0 | | | | | |
| | ADMINISTRATORS | # | 2 | 5 | 0 | 7 | 0 | 1 | | 17 | 16/ 94 | 1 | 15/ 88 |
| | | % | 13.3 | 33.3 | 0.0 | 46.7 | 0.0 | 6.7 | | | | | |

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**AUSTIN INDEPENDENT SCHOOL DISTRICT**

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION

**DISTRICTWIDE SURVEY OF PROFESSIONALS 1988-89**

DROPOUT ITEMS

| ITEMS | RESPONSES OF: | | A | B | C | D | E | F | G | # SENT | # / % RETURNED | # BLANK/ INVALID | # / % VALID |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | RESPONSES | | | | | | | RETURN RATE | | | |
| 185. THE INFORMATION FOR IDENTIFYING AT-RISK STUDENTS PROVIDED TO ME BY ORE IS USEFUL.<br>A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGREE<br>F. NOT THE AT-RISK COORDINATOR | TEACHERS ELEMENTARY | # | 0 | 2 | 2 | 0 | 0 | 0 | | 5 | 5/100 | 1 | 4/ 80 |
| | | % | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 | | | | | |
| | OTHER PROFESSIONALS CAMPUS | # | 12 | 21 | 9 | 6 | 4 | 0 | | 58 | 57/ 98 | 5 | 52/ 90 |
| | | % | 23.1 | 40.4 | 17.3 | 11.5 | 7.7 | 0.0 | | | | | |
| | ADMINISTRATORS CAMPUS | # | 1 | 11 | 1 | 2 | 0 | 1 | | 17 | 16/ 94 | 0 | 16/ 94 |
| | | % | 6.3 | 68.8 | 6.3 | 12.5 | 0.0 | 6.3 | | | | | |
| | TOTALS TEACHERS | # | 0 | 2 | 2 | 0 | 0 | 0 | | 5 | 5/100 | 1 | 4/ 80 |
| | | % | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 | | | | | |
| | OTHER PROFESSIONALS | # | 12 | 21 | 9 | 6 | 4 | 0 | | 58 | 57/ 98 | 5 | 52/ 90 |
| | | % | 23.1 | 40.4 | 17.3 | 11.5 | 7.7 | 0.0 | | | | | |
| | ADMINISTRATORS | # | 1 | 11 | 1 | 2 | 0 | 1 | | 17 | 16/ 94 | 0 | 16/ 94 |
| | | | 6.3 | 68.8 | 6.3 | 12.5 | 0.0 | 6.3 | | | | | |
| 186. THE FACTORS WHICH ARE CONTRIBUTING MOST TO DECREASING THE DROPOUT RATE ON THIS CAMPUS ARE: (CHOOSE NO MORE THAN 3.)<br>A. SCHOOL GOAL PLANS FOR DROPOUTS<br>B. ACTIVITIES BY OUR ADOPTERS<br>C. AT-RISK INFORMATION FROM ORE<br>D. SPECIAL DROPOUT PREVENTION PROGRAMS.<br>E. CAMPUS AT-RISK COORDINATORS<br>F. WINGS INTERVENTION SPECIALISTS<br>G. NONE OF THE FACTORS LISTED | OTHER PROFESSIONALS CAMPUS | # | 6 | 4 | 4 | 9 | 5 | 4 | 2 | 18 | 17/ 94 | 2 | 15/ 83 |
| | ADMINISTRATORS CAMPUS | # | 4 | 1 | 3 | 4 | 1 | 0 | 0 | 7 | 5/ 71 | 0 | 5/ 71 |
| | TOTALS OTHER PROFESSIONALS | # | 6 | 4 | 4 | 9 | 5 | 4 | 2 | 18 | 17/ 94 | 2 | 15/ 83 |
| | ADMINISTRATORS | # | 4 | 1 | 3 | 4 | 1 | 0 | 0 | 7 | 5/ 71 | 0 | 5/ 71 |
| 187. IN MY ROLE AS CAMPUS AT-RISK COORDINATOR, I WORK CLOSELY WITH THE WINGS SPECIALIST ON MY CAMPUS.<br>A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGREE<br>F. NOT THE AT-RISK COORDINATOR | OTHER PROFESSIONALS CAMPUS | # | 1 | 4 | 3 | 3 | 2 | 0 | | 18 | 17/ 94 | 4 | 13/ 72 |
| | | % | 7.7 | 30.8 | 23.1 | 23.1 | 15.4 | 0.0 | | | | | |
| | ADMINISTRATORS CAMPUS | # | 1 | 0 | 2 | 0 | 1 | 1 | | 7 | 5/ 71 | 0 | 5/ 71 |
| | | % | 20.0 | 0.0 | 40.0 | 0.0 | 20.0 | 20.0 | | | | | |
| | TOTALS OTHER PROFESSIONALS | # | 1 | 4 | 3 | 3 | 2 | 0 | | 18 | 17/ 94 | 4 | 13/ 72 |
| | | % | 7.7 | 30.8 | 23.1 | 23.1 | 15.4 | 0.0 | | | | | |
| | ADMINISTRATORS | # | 1 | 0 | 2 | 0 | 1 | 1 | | 7 | 5/ 71 | 0 | 5/ 71 |
| | | % | 20.0 | 0.0 | 40.0 | 0.0 | 20.0 | 20.0 | | | | | |
| 188. THE WINGS INTERVENTION SPECIALIST ON MY CAMPUS IS EFFECTIVE IN ENCOURAGING STUDENTS TO STAY IN SCHOOL.<br>A. STRONGLY AGREE<br>B. AGREE<br>C. NEUTRAL<br>D. DISAGREE<br>E. STRONGLY DISAGREE | TEACHERS SECONDARY | # | 24 | 69 | 98 | 18 | 6 | | | 248 | 236/ 95 | 21 | 215/ 87 |
| | | % | 11.2 | 32.1 | 45.6 | 8.4 | 2.8 | | | | | | |
| | HIGH SCHOOL | # | 24 | 69 | 98 | 18 | 6 | | | 248 | 236/ 95 | 21 | 215/ 87 |
| | | % | 11.2 | 32.1 | 45.6 | 8.4 | 2.8 | | | | | | |
| | OTHER PROFESSIONALS CAMPUS | # | 13 | 20 | 24 | 1 | 1 | | | 65 | 62/ 95 | 3 | 59/ 91 |
| | | % | 22.0 | 33.9 | 40.7 | 1.7 | 1.7 | | | | | | |
| | ADMINISTRATORS CAMPUS | # | 16 | 13 | 8 | 1 | 2 | | | 46 | 41/ 89 | 1 | 40/ 87 |
| | | % | 40.0 | 32.5 | 20.0 | 2.5 | 5.0 | | | | | | |
| | TOTALS TEACHERS | # | 24 | 69 | 98 | 18 | 6 | | | 248 | 236/ 95 | 21 | 215/ 87 |
| | | % | 11.2 | 32.1 | 45.6 | 8.4 | 2.8 | | | | | | |
| | OTHER PROFESSIONALS | # | 13 | 20 | 24 | 1 | 1 | | | 65 | 62/ 95 | 3 | 59/ 91 |
| | | % | 22.0 | 33.9 | 40.7 | 1.7 | 1.7 | | | | | | |
| | ADMINISTRATORS | # | 16 | 13 | 8 | 1 | 2 | | | 46 | 41/ 89 | 1 | 40/ 87 |
| | | % | 40.0 | 32.5 | 20.0 | 2.5 | 5.0 | | | | | | |

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